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ABSTRACT

This report presents the results and recommendations of a year-long study begun in September, 1979, of the facilities, funding, staffing, and services at Valparaiso University's Moellering Library. A comprehensive review of the study's recommendations with respect to the library's budget, institutional role, staff requirements, space needs, environment, collections, and technical systems is followed by a set of working papers upon which the recommendations are based. The working papers are divided into two groups. The first group comprises situation analyses and includes profiles of Valparaiso University, American higher education, Moellering Library, and the library profession, as well as outlines of the planning assumptions that resulted from these profiles. The second group comprises needs assessments for Moellering Library in the areas of institutional policy-making, library facilities and equipment, technical services, personnel, public services, collection development, and management. Each of the working papers includes its own reference list and data tables. The 15 appendices to the report include an organizational flow chart for Moellering Library, a library profile, and a copy of a survey form used for the study. (JL)

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SMALL LIBRARY PLANNING PROGRAM

REPORT OF THE SELF STUDY

Henry F. Moellering Library
Valparaiso University
Valparaiso, Indiana

1980

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TABLE OF CONTENTS

CONTRIBUTORS TO THE STUDY iv

PREFACE v

INTRODUCTION 1

RECOMMENDATIONS 4

- Budget 5
- Formal Institutional Policy 7
- Library Staffing 9
- Space Needs and Adjustments 11
- Library Environment 18
- Collection Development, Maintenance, Access 22
- Technical Systems 28
- Library Instruction/Orientation 32
- Miscellaneous Recommendations 34
- Summary of Recommendations 35

WORKING PAPERS 39

- Charge to the Study Team 40
- Situation Analyses 46
  - Valparaiso University Profile 47
  - American Higher Education Profile 72
  - Moellering Library Profile 78
  - Library Profession Profile 87
  - Institutional Planning Assumptions 96
  - Higher Education Planning Assumptions 97
  - Library Planning Assumptions 98
  - Librarianship Planning Assumptions 99
- Needs Assessments 100
  - Institutional Policy Making 101
  - An Overview of Library Facilities and Equipment . . . 106
  - Technical Services 136
  - Library Personnel 139
  - Delivery of Public Services 146
  - Evaluation of Collection Needs 156
  - Responses to Importance/Success Survey 169
  - Library Needs in the Management Domain 180

APPENDICES 189

A. Personnel--Professional and Support Staff 190
B. Moellering Library Organization Flow Chart 191
C. Library Profile--Selected Statistics 192
D. Sources of Funds 194
E. Interlibrary Loan Activities 195
F. Interlibrary Loan Report--NIALSA Network 196
G. Faculty View of Library Resources 197
H. Use of Funds in Thousands of Dollars 203
I. Comparison of Enrollment and Expenditures for Selected Schools 204
J. Lamp Comparisons 205
K. Proposal for Reference Department Installation 216
L. Proposal of Action-Oriented Program for Henry F. Moellering Memorial Library 217
M. A Program of Library Instruction 220
N. Formulas for Number of Volumes and Librarians per School . 223
O. Importance/Success Survey--Letter and Questionnaire . . . 225

CONTRIBUTORS TO THE STUDY

James Albers
Brent Bublitz
Vera Bushing
Mitzi Eldridge
*John Feaster
Ruth Foster
Marlise Halvorson
*Elmer Hess
*Edwin Johnson
*Warren Kosman
Catherine Lee
*John Lepke
*Leroy Martinson
Richard Maxwell
Arlin Meyer
*Judith Miller
Irving Olsen
Newman Powell
Kathryn Sayers
William Schlender
James Schueler
William Shewan
Dorothy Smith
Arvid Sponberg
John Steffen
Albert Trost
Stephanie Umbach
Carol Wennerstrom
Dorothy Wodrich

*Members of the Study Team

PREFACE

For the Study Team it quickly became a way of life, meeting every week, serving with task forces, writing reports, checking questionnaires, conducting interviews, searching for that problem not yet considered, checking, sifting, refining . . . finally, setting the priorities . . . and then suddenly it was over.

Members of the team received their appointments from President Schnabel the last week in August, 1979. Schedules were cleared for two days early in September so that the team members could receive the necessary training and information to carry out a library self study. Grady Morein, consultant from the Office of Management Studies, conducted the sessions. As it turned out, this may have been the most important meeting of the entire study. At its conclusion we knew we had a compatible group that would see the job through and a group that had the enthusiasm to get started immediately.

The tone had been set and it was sustained all year. With rare exceptions, the study team met each week. In addition, each member served as chair for a task force. Other assignments took many more hours, such as the preparation, collation, and evaluation of the campus-wide questionnaires. Team members who guided the library study were John Feaster, our chairman extraordinary and associate dean of the College of Arts and Sciences; faculty members Warren Kosman, department of chemistry, and LeRoy Martinson, department of sociology; and four librarians, Elmer Hess, John Lepke, Judith Miller, and Edwin

Johnson. Supporting the team was a magnificent group of University faculty, students, and staff, who ferreted out and provided information along with recommendations in every area of library activity. Their contributions are apparent throughout this report.

The self study was deliberately comprehensive, in line with the objectives provided by the Library Planning Program. Because of this, two resulting dilemmas need to be understood. First, although the comprehensive aspect of the program was fulfilled, a complete study of every function identified was not possible in nine months. Viewed in this way, the study has not ended. Rather it has provided the library staff with the techniques by which further investigations can continue. A full analysis of the book collection is a good example of the kind of time-consuming job that still needs to be done. The second dilemma is the sheer volume of recommendations for action resulting from a comprehensive approach that now confronts both the library staff and the University administration. The time expectations for fulfilling all of the recommendations referred for action to the limited library staff will not likely be met. Nor will all the recommendations which translate into sizeable sums of money, creating problems for the administration, likely be met in the short term. To avoid a self-perpetuating cycle of not enough staff time to get the job done and not enough money to provide additional staff, it is suggested that a high priority in the University's response to the study be the strengthening of the library's staff, since this was related to so many of the problems cited in the study, and since this would facilitate the implementing of recommendations in general.

To talk about problems the study may have generated is to lose sight of the very real values it already has brought and will continue to bring to the library and to the University as implementation is achieved. The co-operation and devotion to library concerns demonstrated by such a large number of participants, a phenomenon we did not anticipate, was an inspiration to the librarians and a stimulating venture for many. We are very grateful for this. We are equally grateful to the Lilly Foundation, not only for making the self study possible, but for being the catalyst that catapulted us into this venture. We compliment the Office of Management Studies for the exceptionally fine materials outlining the program of study, and we remember with pleasure our guide and mentor, Grady Morein, who gently nudged us through the whole thing.

To the University's administration for its encouragement and support of the project from start to finish, a special thank you.

Edwin A. Johnson
Director of Libraries

INTRODUCTION

In conjunction with the 1978-1979 Council on University Priorities and Planning study, Valparaiso University applied for membership in the Small Library Planning Program, a project sponsored by the Lilly Endowment, Indianapolis, to assist college or university libraries with a professional staff of fewer than ten in the study and development of their library facilities. Our application was approved, and in September of 1979 this year-long study of Moellering Library was undertaken. Support provided under the general auspices of the program has included a general supporting grant and provision of a comprehensive investigative and planning model designed by P. Grady Morein of the Office of Management Studies, Washington, D.C.

Recommendations comprise the first item in what follows. They come first because that seemed the best place, strategically, to put them. It should be understood, however, that in all but a very few minor exceptions, these recommendations are securely based on the extensive set of Working Papers that constitutes the main body of the report.

Some word is necessary about how the study proceeded. Work began with the development of a Situation Analysis--a set of four Profiles, each of which outlines the current situation in an area of significance for the total study. On the basis of these four profiles, the study team developed a set of Planning Assumptions. These basic assumptions have served throughout the study as guiding principles, a set of "givens" intended to insure that specific planning is done with both national and local realities in mind.

After the Planning Assumptions were established, the study team moved on to the main stage of the overall study, Needs Assessment. This was by far the most comprehensive phase of the project, and one in which we were grateful indeed for the assistance of many people from throughout the University, both students and faculty. Once the assessment of needs was completed, the study team began the task of sorting through recommendations, categorizing them in terms of high, medium, or low difficulty vs. high, medium, or low impact. Items considered difficult to achieve which would likely have little impact have not been included in the final list of recommendations. Items considered relatively easy to accomplish with high impact (policy clarification, e.g.) of course have been included. Difficulty comes with recommendations that will no doubt entail great difficulty by way of accomplishment but will have a commensurate high impact. Increasing the general library budget or automating the library's circulation system, for example, are items that will involve some considerable expense, but, if accomplished, will certainly enhance library operations in a remarkable fashion.

The study team hopes that this document will be read with interest but that its function will not end there. We hope, additionally, that it will become a blueprint for definite ameliorative action. Many of the recommendations contained in this report call for high-level administrative decisions, and many involve matters of budget allocation that, in the best of circumstances, will take time to accomplish. It is critically important that the task of carrying forward the initial work of the study team be definitely assigned, and we see that assignment logically falling to the Library Council recommended in the report itself.

In the long run, however, the full implementation of this report will depend on the co-operation and enthusiasm of all members of the University and on their belief in the central importance of Moellering Library to the fulfillment of our common academic endeavors.

RECOMMENDATIONS

BUDGET

No report of this nature would be complete without the insistence that monies spent in the particular area that the report covers are insufficient. Thus, while this may be considered a somewhat pro forma complaint, the study team feels strongly that the area of budget allocation to Moellering Library is of sufficient importance to be noted with some emphasis.

According to the report of the Institutional Policy Making Task Force, approximately three per cent, or perhaps even less, of the University's Education and General budget is allocated each year to Moellering Library. In view of the following policy statement adopted by the Board of Directors of the Association of College and Research Libraries, this figure must be regarded as critically substandard:

> Experience has shown that library budgets, exclusive of capital costs and the costs of physical maintenance, which fall below six per cent of the college's total educational and general budget are seldom able to sustain the range of library programs required by the institution. This percentage, moreover, will run considerably higher during periods when the library is attempting to overcome past deficiencies, to raise its "grade" on collections and staff as defined elsewhere in these Standards, or to meet the information needs of new academic programs.[1]

The study team is mindful of the many complex factors that make an immediate and significant increase in the Moellering budget difficult to accomplish. That the University supports two major libraries (Moellering and Weseman) is certainly one of the more imposing of these factors. However, the central position of Moellering Library

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[1]"Standards for College Libraries," College and Research Library News, XXVI (October 1975), 277-279, 290-301.

in the institution and its critical importance to our primary educational mission are factors that can be acknowledged most effectively by greater financial support. While a number of specific cost-related items are noted elsewhere in this report, the study team nonetheless, in reference to general budget policy, recommends

A. That upgrading of Moellering Library facilities, equipment, and collection be given high priority in the University's long-range development planning and therein be targeted as specific areas in need of funding;

B. That a specific long-range plan be devised whereby the percentage of the University's educational and general budget allocated to Moellering Library be increased in realistic increments (e.g., ½ per cent per year) to a level more in keeping with ACRL standards;

C. That every effort be made to allocate special funds for the implementation of high-priority dollar-items recommended in this report (e.g., an electronic security system), and that the Library Director be encouraged to provide cost-assessments of those lower-priority items that would nonetheless considerably enhance library facilities and delivery of service.

FORMAL INSTITUTIONAL POLICY

A survey of student and faculty attitudes towards the library conducted by the study team (see Appendix O) leads to the conclusion that little consensus exists across the University community concerning the appropriate function of Moellering Library within the institution. Some feel that Moellering Library should support advanced research in specialized areas. They are disappointed when the specific journals or supporting collection that they require are not available. Others hold what appears to us to be the more realistic view that the main mission of the library ought to be to support and complement the curriculum of the University. What we fear is a dishearteningly large number of both students and faculty either have no particular attitude at all insofar as the library is concerned or perpetuate an exaggerated local mythos that the library facilities and collection are substandard. This latter attitude is unfortunate in that it creates among many of our students, and faculty too, a negative predisposition towards what should in fact be both the real and the symbolic center of the University's intellectual identity, its library.

The absence of any formal statement of policy governing library purposes and directions has resulted in confusion in many of the areas covered by this report. An absence of policy is understandable, however, since no deliberative body presently exists to formulate one. In the Instrument for Internal Governance, non-administrative library concerns fall under the jurisdiction of the Educational Policy Committee, a committee already overburdened by many jurisdictional responsibilities. While that committee may well find time to react to specific

isolated situations relating to the library, it is in no position (1) to generate the kinds of policy necessary to provide a formal and permanent conceptual framework within which deliberate and systematic efforts can be made to upgrade the facility and the collection, or (2) to supply the ongoing assessment and advocacy of library needs that is, in our perception, absolutely necessary. We therefore recommend

A. That beginning with the academic year 1981-1982, a Library Council be established, either as a standing committee of the faculty or as a body appointed by the President of the University (as is the Intercollegiate Athletic Committee), and that the Council be charged initially with development and dissemination of formal statements of policy defining specific facility, service, and collection objectives for Moellering Library supplementary to those already contained in this report;

B. That the Library Council be endowed with the authority to insure that such policies are pursued consistently by the separate colleges and departments;

C. That the Library Council in membership, discounting the chair, be comprised of six members, three teaching faculty and three professional library personnel holding faculty rank, and that the Chair of the Council be, ex officio, the Director of Libraries;

D. That regardless of action taken on recommendations A, B, and C, an interim Library Task Force or Council be appointed by the President of the University for the academic year 1980-1981, in order that implementation of recommendations contained in this report might begin immediately.

LIBRARY STAFFING

The need for an increase in the number of professional librarians in Moellering Library is simply inarguable. And though an increase from five (our present number) to eleven (the recommended number if we were to follow standards established by the Association of College and Research Libraries) is obviously not possible, an unremitting effort should be made to add three professionals to the library staff over the next several years, the first of these to be added as quickly as the Library Director is able to develop a job description. Further, an effort should be made to appoint intermediate range personnel not tied to the normal clerical job description. Their provision of general library service would free the current professional staff to perform specialized professional duties and would also allow a reduction in the number of student aides assigned to the library, an employee category upon which Moellering Library has become far too dependent. Many student aides, though certainly not all, lack the motivation and aptitude required to perform assigned duties skillfully and efficiently. Moreover, peak user hours during the academic semester occur at precisely those times when student aides are least able to devote time and attention to their work in the library.

When the library is open for use on evenings and weekends, professional librarians must be available both to supervise non-professional staff and to provide knowledge, skills, and services simply not available from untrained personnel. While professional librarians accept this as an aspect of their work and while ours have performed dutifully, the fact that Moellering Library is severely understaffed has created an unusual demand for such services at non-traditional

work hours, meaning either that professional librarians will not always be available during regular working hours or that they must work unreasonably long days. Moreover, understaffing has made it impossible for our career librarians to enrich themselves professionally, either through the invigoration of sabbatical leave or by the freedom to routinely attend professional conferences without seriously curtailing normal library service or overburdening other members of the professional staff.

Closely related to the latter two points is the fact that considerable confusion now exists regarding the rights and privileges of library personnel holding faculty rank, a confusion that should be addressed by the Library Council (the establishment of which is recommended elsewhere in this report) or by the central administration. Are professional librarians somehow set apart, in terms of rights and privileges, from other faculty? If so, what does this suggest about institutional attitudes toward the library and its role in the University? When do librarians qualify for sabbatical leaves of absence? Is research and scholarship in the field of library science encouraged or acknowledged? These questions need serious and immediate attention.

In summary, our recommendations regarding library staffing are

A. That three professional librarians be added to the staff of Moellering Library over the next several years, the first of these to be appointed as soon as is practicable;

B. That intermediate level, "para-professional" appointments be increased;

C. That fewer student aides be assigned to library duties;

D. That the faculty status of professional library staff be clarified and specifically defined, and that the appropriateness of the ranking category "Assistant Librarian" be specifically examined, since the Director of the Library is no longer caled the "Librarian."

SPACE NEEDS AND ADJUSTMENTS

A library is obviously more than simply a large, undifferentiated space where books and periodicals are stored. Suitable offices and sufficiently spacious work areas must be provided for those who supervise or perform the many complex tasks involved in ordering, receiving, and processing library materials. Traffic and work patterns must be arranged in such a way that those involved in the routine work of the library do not disturb those using the library for its intended purpose --reading and study. Modern libraries, additionally, must provide space for instruction, storage, and/or use of such non-print materials as recordings, films, and video tapes, and, in our case, must make space available for computer terminals, a reading program, an art collection, a university archives, and a map collection.

The above in no sense comprises an exhaustive list of those things that compete for space in Moellering Library. And while one's initial impression of the building is that it is spacious and airy, those who work there soon realize the extent to which space in the building is at a premium--barely adequate for present purposes, certainly inadequate for the future. For the purposes of this report, observations and recommendations concerning space usage in Moellering Library have been divided into sets of "Immediate" and "Longer-range" objectives. It should be noted, moreover, that we have limited ourselves to commentary on space presently available. It seems clear to us that while wise stewardship of present space and judicious weeding of our present collection can together make the present facility marginally adequate for a limited time, in the next few years a major addition to Moellering

will have to be considered. Wise planning dictates that such contingencies be anticipated well in advance. It is our initial recommendation, therefore, that a professional consultant be appointed as soon as possible to analyze the present facility and make recommendations for its best current use and, additionally, to propose guidelines on future expansion.

Immediate Objectives

Office Space for Library Staff

Earlier in this section of the report the need for suitable office space for library personnel is noted. Presently, the serials librarian has no office and must work in the open, without privacy, in the main periodicals room. This is of course inconvenient for the serials librarian, but objectionable as well to library users, since such routine and necessary work as typing must be done in annoying proximity to them as they go about their study. The study team recommends that an area in the periodical room or in the adjacent lobby area be partitioned to provide a suitable office for the serials librarian. We recommend that this be done as soon as specifications can be drawn by the Library Director and cost estimates provided by Physical Plant Services.

As additional personnel are added to the library staff, the matter of office space will become increasingly problematic. An important part of the initial charge to the space-needs consultant should therefore be to consider what adjustments in present space usage will be necessary in order to provide additional offices for professional staff.

Additional Seminar Rooms and Group Study Rooms

If the library is to be, as suggested earlier, the intellectual center of the University, then it is appropriate that particular kinds of classes occasionally, or even regularly, meet there. Upper-level seminars in such text-oriented departments as history and English, to name but two, could profit greatly by meeting in the building that in many important respects serves as the focal point of their disciplines. In order for this to be feasible, however, additional seminar and group-study rooms must be made available. Moellering Library at the present time has only one such room, and it is used through most periods of the day and in the evenings as well, frequently by groups needing ready access to the audio-visual equipment stored nearby. The study team recommends that consideration be given to providing small group-study or classroom space in areas currently occupied by small study rooms in the rear of the stacks, and that every effort be made to provide space for at least one additional seminar room.

General Policy on Space Allocation

The most serious and overriding problem noted by the study team in its examination of space needs in the library involves the absence of authority or autonomy on the part of the Library Director in matters of space allocation. While most of the items and/or activities housed in Moellering Library are appropriate to it, some clearly are not. The University's Developmental Reading Program, for instance, now occupies two rooms in the east wing of the lower level, rooms that are very badly needed for library operations. The study team recommends that the Developmental Reading Program be relocated elsewhere

on campus as soon as possible in order that those two rooms may be made available for more appropriate library-related use, possibly for providing additional seminar rooms as recommended above.

An at-least-questionable function of the library is its use as a site for location of terminals for the University's instructional computer. Their location there is not a great impediment to library operations (though alternative use could certainly be found for the space), but it is inconvenient for students who wish to use the equipment at hours not always coinciding with library open hours. The library is thus criticized and its reputation suffers because of a situation over which it has no control. The study team has no recommendation on relocation of computer facilities, but cites this merely as an instance of the Director's lack of control over allocation of library space. Our recommendation in this area is that in all matters pertaining to allocation of space in Moellering Library, the Library Director, with the advice and counsel of the Library Council, be the final arbiter.

Completion of Lower-Level Southwest Wing and North Stack Room

The lower-level southwest wing referred to elsewhere in this section of the report is a large area of the library which has not been completed since the building's initial construction. Currently, the room is used for storage of the University's art collection, many government maps and documents, and general paraphernalia. It is lighted only by temporary installations and does not have adequate heating or finished flooring. Well-planned completion of this large area of the

library, with all of the various space needs taken into consideration, could go far towards relieving many of the current space problems.

Longer-range Objectives

In addition to the immediate objectives described above, the study team has noted a number of areas of somewhat lesser priority where space adjustments would enhance the ability of the library to provide service to its users or to increase the efficiency of its staff. That these items are of lower priority does not mean that they should not be pursued with vigor. Their implementation, however, can be phased over a longer period of time.

Permanent Work Area for Maps and Documents

For many years Moellering Library has been an official depository for United States Government documents and maps published by the Defense Map Service and the U.S. Geologic Survey. Availability of these materials on campus has been convenient for library users, but their proper storage, maintenance, and use is difficult in the limited space now available. Since these materials are generally large and unwieldy, adequate space must be provided for students and faculty making use of them in the library. Presently, only temporary facilities are available. We urge that a permanent work area for maps and documents be established, with adequate lighting and sufficiently large work areas. Completion of the southwest substory would go far towards alleviating this problem.

Expansion of Clerical Work Areas

The cataloging, receiving, and shipping areas of the library, located in the northwest corner of the building, are in need of rearrangement and enlargement. One way to accomplish this, short of building expansion, is to relocate the offices of the Library Director and his secretary elsewhere in the building, thus freeing that space for expanded clerical operations. In light of the general demand for additional office space in the library, however, it is difficult to imagine where the Director might be relocated. One possibility is that completion of the lower level west wing could be accomplished in such a way as to free areas of the library suitable as offices for the Director and other professional personnel as recommended above.

After-Hours Study Area

Students have voiced considerable interest in the last few years in having some area available on campus for late-hour study. The library seems the logical and fitting place for such an area, provided that certain conditions could be met. Specifically, it would have to be understood that areas of the library other than the assigned study area would be off-limits during those extended study hours. Some supervisory personnel (non-library) would have to be present, therefore, both to enforce this limitation and to provide door control. The study team recommends that the Library Council consider whether the potential problems involved in providing this service are outweighed by its need.

Study team recommendations in this area are

A. That a professional space-needs consultant be appointed as soon as possible to analyze the present and future space needs of Moellering Library;

B. That an office be provided as soon as practicable for the serials librarian, and that ways to provide additional office space for library personnel be devised;

C. That additional seminar and group-study rooms be provided in the library;

D. That general policy on allocation of space in the library be established to give the Director control over use of the library facility;

E. That the lower-level southwest wing and stack area be completed;

F. That a permanent work area for government maps and documents be provided;

G. That the clerical work areas of the library be expanded, possibly by relocation of the Director's office to the lower level;

H. That an after-hours study area be provided in the library given assurance that certain potential problems can be overcome.

LIBRARY ENVIRONMENT

Certain of the architectural characteristics that make Moellering Library an attractive and impressive building unfortunately also make it a building in which it is sometimes difficult to create a library environment. The large expanses of glass, while aesthetically pleasing, make the building expensive and difficult to heat. And though these windows offer a pleasing prospect during daylight hours, at night they become darkened walls, contributing to a bleak and oppressive interior atmosphere. They also present a hard surface that reflects rather than absorbs sound. The general lack of sound-absorbent surfaces in the library (carpets and drapes, specifically) is a major acoustical problem. Sound travel through the building is further aggravated by the fact that the very large doors separating various sections of the library are too large for practical use and are therefore generally left open. Sound from the lobby area thus travels freely into both the periodical and the reference rooms. The Library Facilities and Equipment task force (see Working Papers) has provided a detailed recommendation on refitting these openings with useable doors.

Lack of adequate heating is a major problem in Moellering Library that needs serious attention and immediate action. This is obviously a matter of concern in terms of the comfort of those who work and study in the library. However, fluctuations in temperature also accelerate the decay of library materials. During the winter months it is often impossible to work in the stack areas without outdoor clothing. Matters have become so critical in some areas of the library (lower-level, east wing, e.g.) as to pose a real threat to the health of those who

work there. Problems in the upper stack areas appear in part to be the result of poorly fitted or distorted window frames that are impossible to close and seal tightly. Problems in other areas (e.g., the faculty study rooms located at the north end of the stack areas) are caused by the lack of proper or properly-functioning controls. While considerable effort and expense has gone into recalibration of controls, apparently work remains to be done. The library staff indicates, additionally, that heating could be improved considerably by bringing heat up earlier in the morning and closing it down earlier in the evening. The Library is not comfortable to work in, in the coldest months, until mid-morning, yet remains warm well after closing hours. A slight adjustment in timing might well improve this situation without increasing energy costs.

Lighting in most areas of the library is in need of upgrading. Fixtures in the southwest wing and the north wing of the lower level are only temporary installations (though they have been there for twenty-one years), and are expensive to operate, since long strings of lights must be turned on in order to provide light for a small area. Lights in the lower stack area must be controlled by library personnel, since these lights are operated from a central control panel containing circuit-breakers for equipment that must not be turned off inadvertently. In other areas of the library, lighting is provided by fixtures recessed in the ceiling. These may provide adequate illumination in the areas directly beneath them, but areas between are shadowed. In four large rooms lighting is controlled by circuit-breakers, creating a continuing and expensive service and replacement problem. Further, while a minimum of one-hundred foot-candles of lighting intensity is recommended for areas where close, detailed work is performed for

extended periods, areas of the cataloging room were found to have as few as twelve. In the lower level north wing and map depository, intensities as low as three foot-candles were recorded. Recommendations on refitting lights and providing more convenient switches are contained in the Library Facilities and Equipment task force report (see Working Papers).

Moellering Library was designed and constructed before our more recently developed awareness of the problems and needs of the handicapped. A thorough study needs to be done of external approaches to the library and the internal travel patterns to determine what steps should be taken to make the building useable for those unable to function in the present accommodations. This may well fall into the category of those items to be reviewed by the space needs consultant recommended earlier in this report.

Some of the environmental problems present in the library clearly are too expensive to remedy and must be lived with. For example, the cost of refitting the plate glass windows with more thermally efficient windows would be very high--more expensive than the return in savings, at least using 1980 figures (with increasing fuel costs, this situation may change). Whether other recommended improvements will return benefits commensurate with expense is something that can be determined only after careful analysis. It is important to include in this analysis, however, certain intangible but nonetheless important factors. If the library is not a pleasant and comfortable building with an atmosphere conducive to concentrated study, then it will not be used as it should be. Improvements in library collection and service are likely to be partly defeated if every effort is not made at the

same time to make the facility itself as pleasant a place to be as we can reasonably make it. The recommendations of the study team are intended to provide appropriate steps in that direction. They are, in summary,

A. That the feasibility of installing drapes and carpeting in the main areas of the library be studied as a means of reducing unacceptable noise levels;

B. That the installation of working doors between the lobby area and the other areas of the library be considered and cost estimates established if they are determined to be advisable;

C. That the critical problem of insufficient heating in the library be addressed immediately by Physical Plant Services;

D. That workable plans be devised for improving lighting in those areas of the library where temporary fixtures are now installed, and that the feasibility of refitting present in-ceiling fixtures in the main study and stack areas of the library be examined in terms of costs vs. benefits;

E. That accessibility of library facilities to the handicapped be evaluated and proper action taken.

COLLECTION DEVELOPMENT, MAINTENANCE, ACCESS

The study team has noted several areas where both clarification and development of policy is necessary to facilitate (a) more effective collection development strategies, (b) better maintenance of the collection, and (c) more convenient access to the collection. The areas are interrelated to the extent that nearly all concern directly or indirectly the subject of wise expenditure of funds.

Given the budget restraints common in higher education, and from which Valparaiso University is certainly not immune, it is difficult for academic departments to pursue effective strategies of collection development, especially in heavily text-dependent disciplines. Increases in budget allocation to departments simply have not kept pace with increasing costs of materials and handling. Departments find themselves constantly having to decide whether to fill in conspicuous gaps in classical texts or to try to keep "current" in ordering. Realistically, departments are not likely to be able to pursue either of these courses successfully, and certainly not both. Additionally, there is frequent, if subtle, pressure on department chairs to use department funds for purchase of materials in a faculty member's specific area of research. Given the general level of research support in the University, chairs' reluctance to deny such requests is understandable. Even though they may feel that the limited funds available ought to be spent for fundamental texts in the discipline, they are also interested in encouraging research and professional growth in the department.

Where funds are short, decisions on expenditure take on a proportionately greater importance. It is important, therefore, that general

policy guidelines be established to provide at least a minimal context within which responsible collection development decisions can be made with some degree of consistency and purpose. It should be a major part of the charge to the Library Council to develop, in conjunction with departments, a set of policy guidelines and to see that they are adequately disseminated. The problematic nature of curricular support vs. research support should not be exaggerated, but it is nonetheless a matter that should be resolved insofar as it is capable of resolution, since it significantly affects faculty attitudes towards the library and towards the institution. While we obviously cannot adopt a policy which encourages expending 50 per cent of our resources for support of research, we still must recognize that research and teaching are confluent activities. Faculty need to know what they can and cannot reasonably expect in terms of research support from the library.

Besides development of policy guidelines in relation to collection development, specific assessment of the collection needs to be undertaken. It is probable that inventory of the collection will reveal that budget allocations could be reduced in some areas that need less library support and increased in those areas where greater support is badly needed. The study team hardly means to suggest by this proposal that some departments are getting too much support, but rather that, given overall resources, funds might more realistically be apportioned, at least in the short-run, according to demonstrable need. The long-range objective must be to increase the overall level of support. Specific observations and recommendations concerning the present collection are contained in the report of the task force on Evaluation of Collection Needs.

The existence of several "branch libraries" in departments or colleges on campus (some of them funded from the Moellering Library budget) raises the question of whether a significant amount of our limited money is being spent for duplicate materials. Storage of parts of the collection outside of the library also has positive and negative features in terms of accessibility of materials. In some cases it seems entirely appropriate that materials used exclusively by one campus sector should be stored in such a way as to make them most easily accessible, as long as this does not make such materials inaccessible to others who have legitimate need for them. For the purposes of this study we did not consider Weseman Library to be a branch library, but clearly a significant amount of duplication exists between that library and Moellering. Some is understandable and necessary, given the desirability of having certain materials readily available in both places. However, some means should be established to insure that unnecessary duplication is not occurring; we simply cannot afford it.

The matter of branch libraries (or what might more aptly be referred to as isolated collections of materials) is more difficult to encompass, since they may range anywhere from a sizable collection of books and periodicals to a random departmental subscription to a professional journal. Whatever their scope, they should only rarely occur when they involve duplicate expenditure of university funds for materials already easily accessible in Moellering Library, unless it can be demonstrated satisfactorily that the department has a critical need for duplicate copies of such materials on department premises. Even where this is the case, such materials should be cataloged in the

main library, and reasonable check-out and control procedures should be maintained at the department level.

A related matter involves two collections of materials used primarily by two specific departments on campus. The music collection and the audio equipment housed in Moellering Library comprise one such unit. While the materials and equipment are housed in the main library, they are funded primarily from the budget of the Department of Music, a procedure that has not caused serious problems in the past, but nonetheless represents a budgetary and control inconsistency that should be revised.

The second collection referred to is the slide collection presently the property of the Department of Art and housed in Baldwin Hall on West Campus. This collection consists of approximately 20,000 slides, and represents a significant potential campus resource. Current replacement cost of this collection is difficult to estimate accurately since the slides derive from different sources and are not identical in quality, but assuredly would be in excess of $60,000. Such a collection has obvious instructional applications in many disciplines beyond those immediately evident in the field of art. However, the collection is not presently stored or organized in such a way as to make it readily accessible even to personnel in the Department of Art. Moreover, the Art Department has no funds available for routine maintenance or development of the collection. Very serious consideration should be given to housing this collection in the main library, allocating funds for its systematic development, and making it widely available as a cross-disciplinary instructional tool.

Discussion of the desirability of a slide library is indirectly related to the subject of audio-visual materials and equipment housed in the Instructional Materials Center located in the lower-level, east wing of Moellering Library. Original administrative authority for this center derives historically from the presidential appointment several years ago of an administrative Committee on Educational Media, charged with developing "policies for the acquisition and operation of instructional equipment at Valparaiso University" (Faculty Handbook, 1.103). This committee apparently no longer exists, and therefore the lines of responsibility involved with the Instructional Materials Center are unclear. This is not to suggest that problems have existed or do presently exist regarding either control or authority. The kinds of materials and equipment under the jurisdiction of the I.M.C., however, have increasingly come to be understood as library-related, even though they have widespread use as instructional aids. Since the budget of the Instructional Materials Center is already a part of the general library budget, it seems logical and appropriate that the center should be made a part of the library management structure. What is particularly important is that materials (recordings, films, video-tapes, e.g.) be cataloged and stored according to appropriate library standards to insure their accessibility.

Study team recommendations in this area, to summarize, are

A. That the Library Council, in conjunction with academic departments, develop general priority guidelines to provide direction for collection development programs;

B. That duplication of materials in branch libraries on campus be examined and discouraged where it is unnecessary;

C. That the budget for music facilities and collection in Moellering Library be included in the general library budget;

D. That the slide collection of the Department of Art be relocated in the main library and be developed as a functional slide library;

E. That control and management of the Instructional Materials Center be relocated in the regular library management structure.

TECHNICAL SYSTEMS

Because information is being generated and distributed in exponential quantities, automated systems are becoming a sine qua non for libraries. Moellering Library has taken limited advantage of such systems, but its services could be maintained and very considerably improved by the addition of three automated processing tools which would fulfill three separate but mutually enhancing functions:

a. Tracing information via computerized data bases;

b. increasing availability of the library's books (and therefor increasing satisfaction and efficiency of faculty and students);

c. protecting the University's investment in library resources.

The three specific systems are:

1. Computer facilities that would provide telephone line searching of more than a hundred computerized data bases, in every academic discipline. Literally, multiple millions of citations are available. Citations to sources are called forth by sharp definition of target, and searching of current, broad range, and historically deep sources can be performed almost instantaneously. The direct benefits for student/faculty research and scholarship are both obvious and considerable. Basic cost for hardware purchase and inauguration of an on-line data-base searching service would be approximately $3,500.

2. An automated circulation system, which would provide access to and thorough inventory of library holdings. Our present system is entirely manual and is operated by more than sixty persons, with varying levels of skill. Computerization would increase vastly the accuracy and speed of recording circulations, provide better control

of the library's book stock, and increase greatly the availability of pertinent statistical data. This latter benefit is especially important in view of the need to establish a collection development policy based on accurate assessment of user patterns and needs.

Four possible channels for automation of Moellering Library's circulation system appear:

a. By accommodation on the University's non-academic computer. However, it may be questioned whether that system has the capacity for such development or compatibility with other off-campus automated systems.

b. By co-operative development with the Michigan City Public Library, a system already fully automated.

c. By purchase of the Library's own computer.

d. By co-operative development with the Indiana Co-operative Library Services Authority (INCOLSA).

Point (d) above seems the most advisable and the most feasible route to pursue, since INCOLSA has already begun work toward providing a statewide network of data bases and is in the process of developing functional specifications for circulation control systems with statewide equipment compatibility. Progress in this effort is likely to take place rapidly. Valparaiso University should be committed to on-campus development of this system as appropriate specifications become available. Development of such a system will be expensive, but without doubt it will be done eventually and will never be less expensive than in the initial stages. The relative expense notwithstanding, such a system would still offer a comparatively inexpensive way of extending library resources and improving library operations. In addition, as noted above, such a system would generate a vast amount of statistical data with implications for acquistions, weeding, and departmental

allocations among other facets of efficient library operation. Such systems also offer the possibility of automating certain routine but time-consuming library operations (notification of overdue books, e.g.) which would make it possible to reduce manpower needs or to reassign personnel to other work. It is difficult to provide an accurate estimate of costs, but the 1980 cost of such a system would very likely be in the range of $150,000. Early commitment to installation may well allow the University to recoup a portion of the expense either through general development grants awarded to INCOLSA or through other supporting grants.

3. An electronic theft control system to protect the University's investment in library resources. Proper charge-out of all library materials leaving the building would be verified automatically. Advantages that can be anticipated from such an installation include

a. increasing client satisfaction by having more of the library's book collection available;

b. saving the University the $4,500 annually spent for exit control by manual inspection;

c. reducing expenditures for replacement of lost books (such a system at the University of Pennsylvania reduced the loss rate by 39 per cent to 55 per cent);

d. yielding a $1.73 benefit per dollar spent--according to the University of Pennsylvania study.

1980 installation cost of such a system at Valparaiso University would be $13,144, plus support staff labor for installing detection devices in the collection's books.

The above three items may appear to constitute the shopping list of an impossibly unrealistic zealot of automation. This is simply not the case. Automation of all kinds of information systems has become a

fact of modern life, and nowhere more so than in the current state of library science. While these systems may appear to be expensive, their costs are actually very reasonable in view of their accuracy, speed, and capacity for supplanting expensive manual labor, the cost of which will continue to grow at a considerable rate. The study team therefore recommends that very serious consideration be given to the following systems, summarized as follows:

A. computer facilities providing on-line access to various computerized data bases;

B. an automated circulation system, providing access to, and inventory of, library holdings;

C. an electronic control system.

LIBRARY INSTRUCTION/ORIENTATION

Perhaps nothing can more effectively insure a facility for life-long learning than possession of the knowledge and skills needed to use a library. The study team has noted generally that instruction on library use, as opposed to brief library orientation, is almost non-existent at Valparaiso University. It is true that upper division, research-oriented courses in many departments offer students instruction in use of the specific research methods and resources of a discipline, but aside from isolated instances of library orientation in some English 5 sections, no systematic, consistent, and fundamental introduction to the use of a library exists in our general curriculum. Further, new members of the faculty have probably not been given the information that they need concerning library resources, services, and mission, or basic information on procedures for ordering materials. This information needs to be conveyed clearly, consistently, and forcefully during new faculty orientation.

The matter of student instruction, or even of orientation, is not as easily accomplished. While the professional library staff is willing and able to assume an instructional function in matters of library use, understaffing effectively prohibits the implementation of any program on a large scale. Additionally, as noted above, no obvious place for such a program currently appears in our general curriculum. It is the hope of the study team that the proposal for revision of general education now current in the University will take into account the critical need for provision of library instruction in a form consistent with available instructional resources.

Our recommendations in this area are, therefore,

A. That orientation of new faculty include fundamental information on library resources, policies, and procedures, and that such information be conveyed in a way that suggests its importance to the academic life of the institution;

B. That provision be made in academic departments of the University for developing in students increasingly sophisticated skills in retrieving information;

C. That librarians be designated for continuing liaison with academic departments for bibliographic instruction.

MISCELLANEOUS RECOMMENDATIONS

The following recommendations have been referred directly to the appropriate library personnel.

A. Consider the advisability of re-installation of a pay-phone in the main floor cloak room.

B. Provide a suggestion box.

C. Implement a one-month trial period of ordering OCLC cards at the same time a book is ordered to speed up the processing time.

D. Install a photo-electric counter at the front entrance in order to facilitate an accurate study of user patterns.

E. Determine procedures for encumbering funds for materials that do not arrive during the fiscal year in which they are ordered.

F. Seek special allocation of funds and give priority in the current budget for providing additional microform readers and copiers.

G. Provide additional security in the temporary reserve section.

H. Improve signs and guides.

SUMMARY OF RECOMMENDATIONS

Budget

A. That upgrading of Moellering Library facilities, equipment, and collection be given high priority in the University's long-range development planning and therein be targeted as specific areas in need of funding;

B. That a specific long-range plan be devised whereby the percentage of the University's educational and general budget allocated to Moellering Library be increased in realistic increments (e.g., ½ per cent per year) to a level more in keeping with ACRL standards);

C. That every effort be made to allocate special funds for the implementation of high-priority dollar-items recommended in this report (e.g., an electronic security system), and that the Library Director be encouraged to provide cost-assessments of those lower-priority items that would nonetheless considerably enhance library facilities and delivery of services.

Formal Institutional Policy

A. That beginning with the academic year 1981-1982, a Library Council be established, either as a standing committee of the faculty or as a body appointed by the President of the University (as is the Intercollegiate Athletic Committee), and that the Council be charged initially with development and dissemination of formal statements of policy defining specific facility, service, and collection objectives for Moellering Library supplementary to those already contained in this report;

B. That the Library Council be endowed with the authority to insure that such policies are pursued consistently by the separate colleges and departments;

C. That the Library Council in membership, discounting the chair, be comprised of six members, three teaching faculty and three professional library personnel holding faculty rank, and that the Chair of the Council be, ex officio, the Director of Libraries;

D. That regardless of action taken on recommendations A, B, and C, an interim Library Task Force or Council be appointed by the President of the University for the academic year 1980-1981, in order that implementation of recommendations contained in this report might begin immediately.

Library Staffing

A. That three professional librarians be added to the staff of Moellering Library over the next several years, the first of these to be appointed as soon as is practicable;

B. That intermediate level, "para-professional" appointments be increased;

C. That the faculty status of professional library staff be clarified and specifically defined, and that the appropriateness of the ranking category "Assistant Librarian" be specifically examined, since the Director of the Library is no longer called the "Librarian."

Space Needs and Adjustments

A. That a professional space-needs consultant be appointed as soon as possible to analyze the present and future space needs of Moellering Library;

B. That an office be provided as soon as practicable for the serials librarian, and that ways to provide additional office space for library personnel be devised;

C. That additional seminar and group-study rooms be provided in the library;

D. That general policy on allocation of space in the library be established to give the Director control over use of the library facility;

E. That the lower-level west wing and stack area be completed;

F. That a permanent work area for government maps and documents be provided;

G. That the clerical work areas of the library be expanded, possibly by relocation of the Director's office;

H. That an after-hours study area be provided in the library given assurance that certain potential problems can be overcome.

Library Environment

A. That the feasibility of installing drapes and carpeting in the main areas of the library be studied as a means of reducing unacceptable noise levels;

B. That the installation of working doors between the lobby area and the reference room and periodical room be considered and cost estimates established if they are determined to be advisable;

C. That the critical problem of insufficient heating in the library be addressed immediately by Physical Plant Services;

D. That workable plans be devised for improving lighting in those areas of the library where temporary fixtures are now installed, and that the feasibility of refitting present in-ceiling fixtures in the main study and stack areas of the library be examined in terms of costs vs. benefits;

E. That accessibility of library facilities to the handicapped be evaluated and proper action taken.

Collection Development, Maintenance, Access

A. That the Library Council, in conjunction with academic departments, develop general priority guidelines to provide direction for collection development programs;

B. That duplication of materials in branch libraries on campus be examined and discouraged where it is unnecessary;

C. That the budget for music facilities and collection in Moellering Library be included in the general library budget;

D. That the slide collection of the Department of Art be relocated in the main library and be developed as a functional slide library;

E. That control and management of the Instructional Materials Center be relocated in the regular library management structure.

Technical Systems

A. That computer facilities providing on-line access to various computerized data bases be installed as soon as possible;

B. That an automated circulation system, providing access to, and inventory of, library holdings be installed as soon as possible;

C. That an electronic theft control system be installed as soon as possible.

Library Instruction/Orientation

A. That orientation of new faculty include fundamental information on library resources, policies, and procedures, and that such information be conveyed in a way that suggests its importance to the academic life of the institution;

B. That provision be made in the academic structure of the University for development in students of increasingly sophisticated skills in retrieving information, and that library personnel be involved as much as possible with academic departments in bibliographic instruction.

Miscellaneous Recommendations

A. That the advisibility of re-installation of a pay-phone in the main floor cloak room be considered;

B. That a suggestion box be provided;

C. That a one-month trial period of ordering OCLC cards at the same time a book is ordered be implemented to speed up processing time;

D. That a photo-electric counter be installed at the front entrance in order to facilitate the accurate study of user patterns;

E. That procedures be determined for encumbering funds for materials that do not arrive during the fiscal year in which they are ordered;

F. That special allocation of funds be sought and given priority in the current budget for providing additional microform readers and copiers;

G. That additional security be provided in the temporary reserve section;

H. That signs and guides be improved.

WORKING PAPERS

VALPARAISO UNIVERSITY

HENRY F. MOELLERING MEMORIAL LIBRARY

Small Academic Library Planning Program

Charge to the Study Team

The prospect of exposing Moellering Library to view, stripped naked, with any defects of limb, spine, flesh, or brain revealed is a little frightening, but perhaps a way to stimulate us to action.

Giving the library a thorough physical and mental examination is the challenge this study team now faces. Like good doctors, we will not only put our fingers on the problems, but we will establish the cure for ailing organs. We will provide in detail the steps necessary for recovery and introduce new life styles for the library to follow so that the total health of the body will constantly improve.

The collections of the University Library date back in part to the 1880s, a few continuous runs of journals dating from that time. Part of the strong classical collection of that period has also survived, along with a few U.S. government publications, primarily the census. Systematic acquisition of materials probably didn't start until the 1920s.

Growth of the collections has been relatively slow and gradual. The library received several shots in the arm at intervals, as when the College of Engineering was reorganized after World War II, when the College of Nursing was added, when graduate programs were developed, and when the department of Business and Economics became the College of Business Administration. The most dramatic change occurred in 1959

when the library moved to the new building dedicated to Henry F. Moellering.

Since then, with the help of an addition built in 1970, the collection has more than doubled in size. Journal subscriptions have tripled, as has the government depository collection, and a modest library of microform materials has been established.

Meanwhile, with the information explosion of the 50s and thereafter, the sudden need for faster methods of indexing, the subsequent computerization of production methods, and the introduction of miniaturization on a vast scale, libraries and librarians everywhere were hard put to keep pace, to adjust to change, even to catch breath long enough to assess what was happening and what still to expect.

The fact is that change has not abated. We are faced with more change than ever. New alternatives are constantly forcing us to make decisions which have major implications for the future. Moellering, for instance, is now cataloging books and serials on line. Yet this is only the beginning of the innovations which may eventually replace the old-fashioned card catalog. We are also making a small start in using the computer for interlibrary loan; we suspect that library service in the future will rely more heavily on the technology of networking. It has been evident for some time that data bases will be the most efficient means of providing factual information, and that they show great promise of replacing present practices of bibliographical searching. It will be just as important for the smaller academic library as the large to have the capability of access to these developing data bases. In fact, this may provide the small institutions with one of their best

means of staying in the competition during the 80s. Acquisition of materials and circulation control are only two more areas that will require decisions.

It is interesting to note that in 1979 we have the same number of professional librarians, five, that we had in 1964. Keep in mind that most of the doubling of our library's collections since moving to the new campus took place since 1964. Many services being provided by this same number of librarians were either non-existent or insignificant at that time. This could mean that our efficiency has constantly increased over the years or that we are badly understaffed. For several years we had a sixth librarian, but after attrition took its toll, the sixth librarian was never restored.

In the next few years our library is not likely to be serving an ever larger student body and faculty. Our plans for the 80s should probably be based on the present size with consideration for the very great possibility that retrenchment may become necessary.

A study aimed at assuring the University that its library functions with maximum efficiency and serves with maximum effectiveness could hardly come at a more appropriate time. Our present institution is already engaged in several studies that will give clarity to today's priorities, examine the relationship of the educational functions now performed, and will come to decisions on future goals and the University's mission.

It is of course essential that the library's plans for the future and decisions on programs to be retained, dropped, and added be completely supportive of the University's role in higher education.

As the Study Team approaches the task of assessing the library's possible strengths, outmoded practices, faulty assumptions, inadequacies, and needs, it may wish to begin with several broad areas of concern:

1. The building itself. To what extent does it provide the opportunities for the necessary technical functions and for the service needed in the immediate future? Does it put constraints on desirable library activity? If so, are physical changes in the building feasible? Is the best use of the building now being made? What will be the best future use of the unfinished lower level area?

2. The collections--books, periodicals, microforms, documents. Does each of the colleges and departments of the University other than law have sufficient resources to support its teaching needs in Moellering Library? Is there relative over-emphasis in any areas? Does the present system for allocation of book funds still make sense? Do our runs of bound journal titles really need to remain on the shelves back to Volume I? Is discard or storage the better answer for gaining shelf space? Would it pay the University to provide storage facilities on campus? Are we ready for zero growth in some areas of the collection? Should the use of microforms be considerably extended? If so, recommend ways of gaining acceptance of this medium by faculty and students.

3. Management policies and practices, and the role of the director. I don't think you need any help with this one. I will mention one point of dissatisfaction that came up at a recent meeting of Deans and Department Chairmen. Several feel their departments have been unfairly deprived of budget money because books have not arrived before the

July 1 fiscal deadline. A solution to this problem should be a real challenge.

4. Staff. Is the professional staff adequate to provide reasonable library service? Is the staff being utilized effectively, or is talent being wasted? Is the work load fairly distributed? Is the proportion of support staff to professional about right, or would more support staff make for a more efficient use of professionals? How much employment of student aides is beneficial to the efficient functioning of the library?

5. Circulation. Are we ready for on-line control? If not, would some alternative to the present system warrant the investment?

6. Library instruction. One of the educational functions of librarians is to help students utilize library resources with maximum efficiency. What are the most effective ways to accomplish this? Is this really important to the academic programs of the school? How much library staff is needed to accomplish the goal set?

7. Miscellaneous services. Should the building provide important facilities not now offered? Could seating arrangements be improved? Is seating adequate? Are the open hours of the library right for our academic needs? Would first class study facilities on campus reduce the need for library availability? Could the library be made available at times on a limited service basis?

As a group we probably have in mind many concerns not mentioned in the above list. Other questions or problems will surface as we get into these concerns.

The challenge now to the study team is to determine the directions

the library should take, to decide what major areas of concern should be tackled. We should provide also the mechanism by which smaller problems or criticisms will be addressed. We will assign several task forces to the job of gathering information and studying specific problems, and we will finally evaluate the whole process and provide the program of change that the library should implement in the 80s.

SITUATION ANALYSIS

VALPARAISO UNIVERSITY PROFILE

Background and Description

Valparaiso is a Christian University of approximately 4,000 students and 300 faculty located about one hour's journey from the Chicago Loop in a town of more than 20,000 at the eastern edge of the metropolitan area. Founded in 1859 as the Valparaiso Male and Female Academy, it was one of the first coeducational residential schools in the United States. It changed hands several times before 1925, when it was purchased by a group voluntarily loyal to the Lutheran Church--Missouri Synod tradition, the Lutheran University Association, which continues to control it.

Among its distinctive characteristics are these: It is divided between two campuses whose centers are roughly three-quarters of a mile apart, with most instruction and laboratory work and all library services concentrated on the newer East Campus, while many faculty offices, some administrators, one major laboratory, and most art studios are situated on the older West Campus. Although no larger than many comprehensive liberal arts institutions, it is organized into professional colleges in engineering, business administration, and nursing, and a law school at the graduate level, and has many of the professional departments and programs commonly found in colleges. Strongly church-related without being church-controlled, it is the only university with multiple colleges related to the Lutheran churches in the United States, besides being the only one with established ties to most of the major general bodies.

A striking feature of the University's history is the fact that at several stages in its development Valparaiso townspeople united to help ensure its survival or growth. At present it is large enough to have great economic and cultural importance for the community but not large enough to dominate community affairs.

Purposes

Valparaiso University's purposes may be summarized in a statement adapted from the 1977 Self Study, in turn based on purposes repeatedly stated in the Bulletin. Individual colleges have more specific purpose statements as well.

1. Preserving, interpreting, and applying the accumulated knowledge and the cultural heritage of mankind.

2. Preserving, interpreting, evaluating, and applying with special emphasis religious heritages, particularly the Christian one, most specifically in the Lutheran forms.

3. Enlarging knowledge and enriching culture through scholarly research and creative activity.

4. Integrating kinds of knowledge with each other and integrating knowledge with feeling, action, and expression.

5. Addressing the whole person through teaching and learning, both formal and informal, individual and communal, while respecting the freedom of teacher and learner, and promoting the development of character, personal values and skills, and a style of life shaped by the demands of moral responsibility and the freedom of the Christian gospel.

6. Providing service to particular constituencies.

Instructional Programs

Professional Schools and Colleges

Professional education has long been stressed at Valparaiso in expression of its concern with human service. The late sixties and seventies have seen the programs vastly strengthened.

The fully accredited School of Law, now in modern quarters with its own library, turns away more students than it accepts. It has determined to remain small to retain the advantages of a humane scale for high-quality legal education, and continues to admit only full-time students. Its full-time faculty are engaged exclusively in teaching, scholarly work, and public-interest cases.

Of the undergraduate professional colleges, the College of Engineering is the oldest, is fully accredited, and enjoys an excellent reputation. Like the School of Law, it occupies a modern structure. Its faculty, which engages in professional consulting and scholarly work, has rebuilt the enrollment after a nationwide decline in about 1972.

The largest and fastest growing professional school is the College of Business Administration, just this year re-housed in a new facility, Urschel Hall, which, like the College of Engineering's Gellerson Hall, is convenient to Moellering Library. It is currently focusing on an effort to establish full accreditation, largely through faculty development and to a smaller degree through development of the library collection.

The newest professional school is the College of Nursing,

which enrolled its first class in 1968 in a specially constructed facility, LeBien Hall. The demanding, innovative program is supported by both university and government funds and is conducted in co-operation with the nearby Porter Memorial Hospital. Its strong reputation and limited enrollment policy permit academically selective recruitment, and, like the other professional colleges, it requires extensive liberal arts work from its students.

Liberal Education

The growing strength of the professional programs is partly offset by a long-term decline in enrollment in the College of Arts and Sciences (still by far the largest college) as more students seek career-related programs. The College has "profited" from the decline by raising the percentage of the faculty with earned doctorates. If one excludes departments that normally do not require the doctorate as a terminal degree, the percentage was nearly 70 at the time of the 1977 Self Study.

The College itself is heavily dependent for its appeal to students in preprofessional majors and programs. The Department of Education, while shrinking in absolute numbers as a reflection of market demand, has maintained a relatively strong position among such departments statewide. A new, career-oriented major in journalism has proved popular, while the long-established Department of Social Work has strengthened its position with regard to enrollment and accreditation. The Department of Sociology attracts career-minded students with its new program in Criminal Justice, while other departments continue to be channels to graduate schools and to prepare modest numbers

in various B.A. career specialties. A crucial feature of career education in all the college's programs is that it calls for an unusually extensive liberal arts component.

The core of the liberal arts program provided by the college is under intensive study during the present year. Among proposals that seem very likely to be adopted is the restoration of systematic instruction in library research.

Joining with the College of Arts and Sciences to maintain Valparaiso's emphasis on the liberal arts is Christ College, the honors college. Founded more than a decade ago when small experimental colleges were begun, it survived while others went out of existence. Its survival and established reputation were based on a commitment to honors work and the traditional liberal arts, with the "experimental" or "innovative" side of the effort subordinated to the other goals.

This year the University Overseas Program will send its twenty-fifth group of about 40 students to two overseas centers at Cambridge, England, and Reutlingen, West Germany. At any given time, perhaps six or seven per cent of the student body has been or is enrolled in one of the overseas programs. A variable but increasing number of students has participated in the full-time, full-semester Urban Studies program in Chicago, made available to Valparaiso through the co-operation of a consortium. Smaller numbers of students have participated in such off-campus programs as the Washington Semester, the United Nations Semester, and programs of the Merrill Palmer Institute.

The College of Arts and Sciences offers degrees in the following programs:

DEGREE PROGRAMS OF THE COLLEGE OF ARTS AND SCIENCES

Associate in Science with a concentration in:

Biology	Mathematics	Physics
Chemistry	Psychology	

Bachelor of Arts with a major in:

Art	Economics	Geology
Biology	English	German
Chemistry	French	Greek
Classics	Geography	History

Interdisciplinary Studies in the following forms:

Student/adviser approved Plan of Study
Metropolitan Studies
International Economics and Cultural Affairs
Criminal Justice

Journalism	Philosophy	Religion
Latin	Physics	Sociology
Mathematics	Political Science	Spanish
Music	Psychology	

Speech and Drama Department specializations:

Drama	Communications	Speech Pathology

Bachelor of Music

Bachelor of Music Education

Bachelor of Science with a major in:

Biology	Geology	Physics
Chemistry (General or Professional)	Mathematics	Psychology

Bachelor of Science in Education--Elementary Education

Bachelor of Science in Fine Arts--Art

Bachelor of Science in Home Economics with specialization in:

General Major	Child Development/Pre-School Education
General Dietetics	Merchandising
Interior Design	

Bachelor of Science in Physical Education

Bachelor of Social Work

Besides the programs granting degrees in specific major fields, the College offers the following pre-professional and combined programs:

Program of Study in Deaconess Ministry
Pre-Law
Pre-Medical Arts
Combined Liberal Arts-Medical Arts
Combined Liberal Arts-Engineering
Elementary, Secondary, Special Education

Two broad-purpose minors, the Computer Science minor in the Department of Mathematics, and the General Business Minor, offered to Arts and Sciences students by the College of Business Administration, are in part designed to provide Arts and Sciences graduates with skills that enhance their employability.

Graduate Education

A limited program of graduate education has been carried on since 1963, offering degrees through two programs, the Master of Arts in Liberal Studies and the Master of Education. Having served to help the certification goals of public school teachers and correctional officers in the area, it finds itself with a declining potential market. It has never had a faculty distinct from the undergraduate faculty in Arts and Sciences and Business Administration, and is unlikely to be

strong unless the College of Business Administration decides to create a Master of Business Administration program, recruiting more Ph.D. level faculty and soliciting the funds needed to strengthen the supporting collections in the library.

Research

As made clear in the University's statements of purpose, original research has never been a matter of top priority, although it has been welcomed and symbolically rewarded. The new Vice President for Academic Affairs, Richard Baepler, affirms a previously tacit policy attitude of the academic administration favoring "inventive reducing" of teaching loads to facilitate faculty research. A limited number of faculty members receive grants from the University that cover modest expenditures and replace salary for a semester.

Members of the History Department are on record as wanting books and documents in Moellering Library as resources for original research, but no source of funds is in sight. The provision of library resources such as citation indexes and indexes of work-in-progress that are needed to do background work in the somewhat amorphous disciplines of the social and behavioral sciences, has not been discussed at policy-making levels of the University and is likely to be prohibitive in cost. Faculty members in engineering and the natural sciences, less dependent on elaborate library tools, can carry out modest forms of research by using facilities whose cost is justified by their applicability to instruction. The only highly efficient and widely applicable research tool is the three-year-old Hewlitt-Packard HP 3000 academic computer.

University-Subsidized Public Service

Public-service efforts subsidized by the University-as-a-whole are conceived of largely as ways of helping Lutheran Churches in the United States and Canada fulfill their mission.

The Lutheran Human Relations Association of North America has its headquarters provided by the University and conducts its annual Human Relations Institute here. Through institutes, workshops, and its publication, The Vanguard, it focuses on the work and place of the Church where issues of justice and human relations are concerned. Its director is a part-time faculty member, and it maintains a significant collection of publications on social issues in Moellering Library.

The Lutheran Society for Worship, Music and the Arts has had its headquarters here since 1970. Although it is not directly supported by the University beyond the provision of office space, the campus is periodically the setting of its national gatherings.

The Center for the Study of Campus Ministry, established by the University with the assistance of foundation funds, has held study conferences and seminars for pastors on campus since 1974.

Two scholarly publications originate at the University. The School of Law students have published their Law Review since the renewal of the school in the 1960s. Its research has been cited in judicial opinions. The University is publisher of The Cresset, A Review of Literature, the Arts, and Public Affairs, which circulates to about 1600 individuals and 90 educational institutions--about 4,000 copies in all. Faculty members are much involved as both regular staff and contributors.

More localized forms of public service are sponsored by colleges and departments. The Law School is sponsor of a legal clinic partly devoted to community legal aid. The Department of English for several years has sponsored a "Books and Coffee" series for town and campus, helping to maintain local interest in serious current works. The Art Department and the endowed Sloan Galleries welcome area residents to an unbroken sequence of showings, sometimes several at a time, during the academic year. The Departments of Music and of Speech and Drama serve the community with several plays and a large number of concerts and recitals annually. The Department of Religion administers the endowed Miller Lecture Series. The Department of Economics produces an Economic Newsletter distributed to area business people. Several departments help sponsor an annual conference of service professionals in the region on families in trouble. This listing is undoubtedly incomplete, but suggests the range and penetration of Valparaiso University's public service activities.

Faculty and Student Body Composition

The composition of the faculty and certain trends in recent years are detailed in Table 1. The faculty has grown by about ten per cent since 1974-75. The percentage with doctorates is five greater, while that with master's degrees is five less, and the percentage with only bachelor's degrees is a small, stable six per cent. Meanwhile the percentage of instructors, sometimes a "revolving" category, has increased somewhat, while other categories have remained rather stable, so that one may conclude that the likelihood of an instructor's having a master's degree has been increasing. From the library's

TABLE 1

FACULTY COMPOSITION

Degree Attained	Academic Year 74-75	75-76	76-77	77-78	78-79
Doctor	120 (44%)	128 (47%)	140 (51%)	140 (49%)	147 (49%)
Master	134 (50%)	126 (47%)	119 (43%)	129 (45%)	136 (45%)
Bachelor	16 (6%)	15 (6%)	16 (6%)	17 (6%)	19 (6%)
Academic Rank					
Professor	85 (33%)	82 (30%)	83 (30%)	88 (31%)	89 (30%)
Associate Professor	70 (27%)	74 (28%)	80 (29%)	78 (28%)	78 (26%)
Assistant Professor	86 (33%)	84 (31%)	81 (30%)	78 (28%)	78 (31%)
Instructor	23 (09%)	27 (10%)	28 (10%)	38 (13%)	39 (13%)
Total Full-time with Regular Appointments	264	267	272	283	299
Additional Faculty (Visiting Lecturers)	6	2	3	3	3

point of view, the percentage of faculty members with extensive library experience in graduate school should have increased somewhat.

The number of undergraduate students has increased by about five per cent (Table 2) during the last five years, mostly through the recruitment of underclassmen, but also through an effective transfer-in effort. The ratio between the freshman/sophomore category and the junior/senior category is relatively low, pointing to effective student-retention efforts.

The overall number of graduate students declined by about ten per cent over the same period. The summed-up figure masks continued healthy enrollment in the School of Law and a striking decline in the general Graduate Division served by Moellering Library.

As discussed previously, the College of Business Administration proportion has increased, those of the other undergraduate professional schools have remained at strong levels limited by facilities, and that of the College of Arts and Sciences has declined.

Financial Situation

The financial condition of the University's physical plant, support services, and auxiliary enterprises, taken together, remains sound and stable in late 1979, as has been true for an extended period. There are potential problems in the operating budget, which is largely dependent on tuition income and has remained in the black partly because of faculty salaries strikingly lower than those in many comparable schools.

The capacity to fund current operations and to pay off residential hall mortgages depends on the University's continuing appeal

TABLE 2

OPENING FALL ENROLLMENT

Category	Academic Year				
	74-75	75-76	76-77	77-78	78-79
All undergraduates	3134	2997	3064	3206	3268
Freshmen and Sophomores	1742	1693	1697	1854	1942
Juniors and Seniors	1382	1304	1367	1351	1326
Graduates in Law and in Arts and Sciences	330	356	323	329	296
Unclassified Students	7	19	14	13	7
All Part Time	863	664	637	760	675
All Full Time	3642	3372	3401	3547	3571
Full Time Equivalent	3929	3542	3559	3670	3671

All tables refer to the Valparaiso campus only, except that part of the cost of academic support and of institutional support might be attributed to branch campuses.

to students. The current year is marked by enrollments, both new and returning, higher than were anticipated, and by a higher proportion of students who chose residential life over commuting from out of town or renting in town.

Vice President Baepler has expressed confidence that Valparaiso will continue to appeal to students with its reputation for academic quality and its church-relatedness. Such qualitative advantages are enhanced by the campus' location on the edge of a large metropolitan area, mostly free from the problems of the center. A further advantage over larger universities and smaller, less comprehensive liberal arts colleges, is that students may enroll in a relatively small school where they can become known and yet be confident of their ability to switch among a number of fields without having to switch schools.

Valparaiso's appeal to highly motivated students may have been threatened by the resurgence of what Vice President Baepler calls a "Joe College," non-intellectual atmosphere highlighted by fraternity tensions in 1978-79. Serious efforts are being made to restore the emphasis on academic pursuits at the level of informal student culture, but campus recreation remains heavily influenced by escapist themes.

A persistent limitation on appeal to students has been the school's reputation as unacceptably "liberal" in parts of the closely-related Lutheran Church--Missouri Synod. An allied limitation has been the fact that religiously concerned students and potential students often receive the impression a clear majority of campus residents

take little or no interest in the voluntary worship and service activities co-ordinated by the staff of the Chapel of the Resurrection. (This is partly balanced by the fact that the participation which does occur is patently voluntary.) Such problems, however, are not new and have long been reflected in the size and composition of the student body.

A study of the figures in Table 3 would indicate that the University places too much reliance on student charges--a drop of 100 students would mean a decrease in income approaching $480,000 for one year. It is impossible to absorb such amounts in one year's budget and staffing patterns cannot be changed quickly enough to reduce expenses. Thus advanced planning toward clear goals in all areas is basic to the continued financial health of the institution.

The University needs a larger share of income from gifts and endowments. The administration is clearly trying to work to this end, but the inflation of recent years has negated most of the gains. Endowment funds have grown from $1,862,326 in 1970 to $13,258,142 at the end of 1978-79. Average earnings have increased from 3.5 per cent to 6.3 per cent, an improvement largely attributable to the fact that more recent endowment funds are likely to be received under conditions that allow financial officers to exercise discretion in investment policy. Gifts and grants have also grown, though at a less substantial rate. These summaries refer only to endowments and gifts for current operations, and do not reflect significant gains for building projects, which increasingly allow more affordable operation through improved energy efficiency.

TABLE 3

SOURCES OF FUNDS, IN THOUSANDS OF DOLLARS

Category of Source	Academic Year				
	74-75	75-76	76-77	77-78	78-79
Tuition and Fees	8,706	9,041	9,708	10,652	11,410
State Government[1]	434	548	641	695	730
Federal Government[2]	475	681	811	868	653
Church and Private Gifts[3]	1,282	1,410	1,439	1,581	1,561
Endowment Income	377	395	458	530	720
Restricted[4]	654	336	508	536	216
Other	766	602	444	435	626
Total Operating Expenditures	12,695	13,012	14,008	15,299	15,915

[1]Totally passed through in the form of scholarships.

[2]Almost totally passed through in the form of scholarships.

[3]Exclusive of restricted gifts.

[4]Restricted gifts not used during the year do not appear here. The category includes other restricted income besides gifts. There was a major redefinition in 1978-79.

Other Notes

Subsidies to auxiliary enterprises do not appear here. Although some auxiliary enterprises showed positive balances, net subsidies ranged from about one third million to more than one half million dollars annually.

Neither endowment nor unspent restricted income and gifts appear in this table. The table represents only funds made available and used for current operations.

There is no strong evidence to suggest that the University will be able to relieve its reliance on endowments, gifts, and traditional student fees by entering into competition with satellite campuses of state universities nearby for the continuing-education clientele.

Use of Funds

Only certain characteristics of the University's use of funds that have implications for library planning will be summarized here. (See Table 4.) During the period covered, Moellering Library's share of the University's education and general budget increased, but never reached one-third of the six per cent figure recommended by the Association of College and Research Libraries, while the figure for the combined libraries, possibly a fairer figure to consider, increased from 2.6 per cent to 3.5 per cent, still only about 58 per cent of the recommended allocation. The cost of "other instructional support" rose more rapidly than any other substantial category. The cost of operating the academic computer center quickly peaked and remained stable, in keeping with the increasing efficiency of computer technology. Plant and maintenance costs were clearly being held under strict control. It is probably safe to conclude that the library budget and faculty salaries are the sub-scale items most severely in competition for improved support, while "other instructional support" is the least easily controllable (or possibly the least controlled).

For accuracy it should be recognized that the Moellering Library budget, as well as that of some other categories, is supplemented by non-budget gifts and grants. These amounted to about

TABLE 4

USE OF FUNDS IN THOUSANDS OF DOLLARS

Category of Use	Academic Year				
	74-75	75-76	76-77	77-78	78-79
Instruction	3,952	4,159	4,621	4,771	5,223
Research	6	19	6	12	10
Moellering Library	217	227	243	261	293
Weseman Library	109	114	125	134	243
Instructional Computer	-	-	13	47	49
Other Instructional Support	243	266	267	327	386
Plant and Maintenance	1,024	1,123	1,247	1,404	1,571
Scholarships & Fellowships[1]	2,389	2,777	3,114	3,273	3,147
Public Service	62	63	74	125	119
Restricted Funds[2]	654	336	508	536	216
Transfers[3]	805	679	278	597	374
Total Current Budget Operating Expenditures	12,357	12,671	13,610	14,826	15,339

[1]Mostly pass-through funds from Federal and State governments. Subtract nearly all of funds from State and Federal sources in source table to find portion generated by Valparaiso University Association.

[2]A large part of earlier "restricted" spending was for "pass-through" transactions of departments, etc. Revised bookkeeping procedures toward the end of the period make the smaller "restricted" spending consist more largely of things covered in this table's categories, but hard to separate.

[3]This category declines largely because changes in bookkeeping procedures assign these transfers of internal funds more often to uses designated higher in this table.

$39,000 for Moellering Library in 1978-79, or 13 per cent added onto the budget.

Future spending priorities for the University are among the matters being considered by the currently active Committee on University Priorities and Planning, and their report, when available, should be consulted for knowledge of recommendations and projected trends.

Th library is especially concerned with the fact that a large part of the faculty in Arts and Sciences has offices on the West Campus, separated from the Moellering building by about three-quarters of a mile, and there are frequent complaints about difficulty in scheduling library visits. Vice-president Baepler sees relocation of the affected faculty as a high priority matter. No source of funding is currently designated. The goal competes with other goals often deemed urgent, such as a performing arts center and museum and expanded intramural athletic facilities. It is facilitated somewhat by the consideration that new faculty offices would likely mean a dramatic reduction in energy consumption at a time when fuel costs are escalating.

Administration of the University and Planning

Operational policy for Valparaiso University is the responsibility of the Valparaiso University Association, Inc., while title to the property is held by the Lutheran University Association. The property-holding group elects members of the operating policy group and shares some of the same executive officers. The operating policy group, Valparaiso University Association, Inc., elects a Board of Directors of 27 members who serve rotating terms of three years.

There are no outside constituency groups that participate directly in the election of directors.

The President is the University's chief executive officer. There are four Vice Presidents, each of whom reports directly to the President:

1. Vice President for Academic Affairs,
2. Vice President for Business Affairs,
3. Vice President for Public and Alumni Affairs,
4. Vice President for Student Affairs.

Almost from the beginning of the current presidential administration, the duties of the Vice Presidents have been allocated along obvious functional lines and need not be summarized here.

Neither the student/faculty University Senate, the faculty organization, nor the student body are part of the administrative chain of command, either in making decisions or in being bound by them (except as they affect available resources). The faculty are directly concerned with academic policy, which cannot be changed by unilateral action of administrative officers, and the student senate may exercise suasion with regard to it.

According to Vice President Baepler, in the 1977 Self-Study Report, "In one sense the center of activity [in policy making] lies in the regular meetings of the President with the four Vice Presidents. Their reports reflect the activities of their own specific areas and personnel and also relevant input from non-administrative, on-campus groups. . . . The Vice Presidents' dual roles of 'advocating and resisting' contribute to the constant monitoring and evaluation of

policies currently in effect, utilizing the interplay or reactions from all four Vice Presidents. This leads to consideration of such additions and changes as seem indicated and of areas where no policies exist. Certain matters may be taken by the President to the Board for final decision; the Vice Presidents also meet with the related committees of the Board for direct contact concerning their specific achievements, responsibilities, and problems.

"While the President and the Board are the final authority in the setting and approval of policy, most of the recommendations for policies affecting academic affairs and campus life come from two non-administrative campus groups, the Faculty and the University Senate.

. . .

"Beyond committee work, the faculty helps set academic priorities for the University. New programs have been initiated and new facilities gained through faculty instigation. The establishment of a Department of Journalism in the fall of 1975 came through faculty initiative, approval by the Executive Council of the faculty members (faculty members of the University Senate), and final approval by the Board of Directors. The faculty, as in all academic programs, set all the major requirements of the new program. Attainment of a new computer in 1976 is another example of the results of faculty initiative. After the administration agreed to the necessity of the computer, and funds were made available, a faculty committee of experts was appointed to make decisions about the purchase."

A number of lines of evidence point to a lack of decision-making procedures designed to insure that all the likely impacts of

policies are systematically explored. One such indication is the fact that departments have been able to initiate courses or programs without being certain that the library's holdings will support the courses.

In the setting of priorities for development and spending the faculty must defer to the Board of Directors. The faculty's designated spokesman is the President. The President may also ask Vice Presidents to make presentations to the Board, as in July, 1976, when the Vice President for Academic Affairs reported to the Board on faculty salaries and their comparability to those at other institutions. It is the prerogative of the President to decide which problems should be settled administratively, rather than taken to the Board.

Three faculty business meetings per year--in August, December, and late April or early May--are held in accordance with the By-Laws of the Valparaiso University Association, and informational meetings are held in other months. Few informational meetings have been well attended and attendance at business meetings has tended to decline.

Discussion and debate in the committees and full meetings of the University Senate has often been spirited and extended. At least until the time of the Self-Study Reports in 1977, no recommendation of the Senate had failed to receive approval of the President and the Board of Directors, but it should be kept in mind that the Senate makes a very limited number of recommendations which it is confident will receive such approval. The student representation suffers from a higher degree of turnover than is required by the By-Laws and likely loses time in orienting new members and reviewing previous hearings and discussions for them.

Recommendations for policy changes which particularly concern the faculty normally come from the standing faculty committees known as the Committee on Academic Freedom and Tenure, the Committee on Faculty Concerns, the Committee on Creative Work and Research, and the Committee on Academic and Professional Standards. The greater part of faculty committee work is primarily "academic" in nature rather than "administrative." At times, however, the administration consults with and asks for recommendations from these committees.

Since the adoption of the Instrument for Internal Governance of Valparaiso University (IIGVU) early in the 70s, the recommendation of policies of an "administrative" nature is largely in the hands of the University Senate, and while such actions may be modified or rescinded by the faculty, this has not yet happened.

One problem in "administrative academics" concerns both the University Senate and the Faculty. Under the IIGVU, so-called catalog changes are accomplished through a two-channel, two-stage process. Changes in courses and general education requirements are processed through the Senate by way of its Educational Policies Committee. Changes in requirements for majors, professional programs, degrees, and the like go through the faculty by way of its Committee on Academic and Professional Standards (CAPS). Conceivably some proposals may raise questions of overlap and jurisdiction between the two channels. The more basic problem arises within each channel, since approval is a two-stage process, first by a committee whose membership and resources of expertise change yearly, then by a larger parent group working under severe time limitations with members largely

uninformed about the matters involved. Thus final approval is liable to become either a perfunctory pro forma action or a repetitious, time-consuming replay of committee consideration.

While the Student Senate with its various committees constitutes the formal structure for student participation in the administration of student activities, it is probable that the more informal messages in various forms to the Vice President for Student Affairs and to the President are equally important in producing evaluations and impetus for policy change.

Student life has had a distinctive history at Valparaiso University. Militantly egalitarian and committed to no-frills education, the pre-1920 University banned fraternities and limited extra-curricular activities to literary and debating societies. With the renewal of the University under Lutheran auspices the co-curricular life expanded. The University had little money for supervisory personnel and counted on a homogeneous set of values and Christian idealism for sustaining healthy community life with minimal needs for overt social control. Surviving traces of that era most likely include the absence of any adult supervision in the fraternity houses and the lack of a full-time security system with strict guards in either library.

The late sixties saw most parietal rules at many universities eliminated. At Valparaiso they were also reduced, being replaced by more self-regulation within University-wide boundaries. Greater diversity in the student body has diluted the nearly monolithic consensus of previous decades. The value clashes of the larger society, reflected at Valparaiso, have resulted in less reliance on custom and tradition

and more reliance on due process, statements of civil rights, and at times the introduction of civil authorities. The counseling service, which was established in the middle fifties, was expanded into a professionally staffed counseling center during the past decade.

Although administrators--and, very likely, members of supporting constituencies--express the belief that the University gives students an enlarged role in their own affairs, students, who use other schools as a basis of comparison, often sense an unduly heavy administrative hand restricting student ways of life.

Recent shifts in emphasis in student life are probably relatively minor, and the University enjoys the advantage of a student body which still blends the wholesome qualities of the middle class with a form of Christian idealism. This can be said despite the well-grounded suspicion by many faculty members and students that pockets of life in the University's residence halls and fraternity houses fall far short of these ideals. If one hears less official talk about the "University family" today, there is more talk about the University community and about ideas of mutual care and support.

AMERICAN HIGHER EDUCATION PROFILE

Economic

The health of an academic library depends upon the health of its parent institution. The institution's health depends upon enrollment, gifts and grants, i.e., dollars.

(The endowment of Valparaiso University probably needs to be augmented to about eighty million dollars. A second "Forward to . . ." campaign might well be launched.)

Enrollment

Estimated enrollment in private institutions in the United States in 1986 will be approximately equal to the total number of students in 1974 and to the full-time equivalent enrollment in 1972. Therefore, the pool of students will be smaller than now, and institutions' competition for them will be greater. The pool may be swelled by new groups: e.g., those 23 years and older, and minorities. But they will require increased financial aid and expanded remedial programs. Some private institutions may be less severely affected by the pool shrinkage, e.g., those with more diversified programs ("comprehensive liberal arts colleges") and with good academic reputations.

The availability of student aid funds will be an important factor in enrollment. There are only two main sources of such funds: (1) the endowment and current income of the instituion; (2) public

funds, which may be levelling off due to political allocation to other service areas.

Curriculum and Teaching Innovations

Curriculum needs to be developed responsively and responsibly. "Freezing" must be avoided. Strengthening is needed because academic rigor has declined. Some courses will need to be sacrificed so that new ones can be added. But staffing and support of courses must be considered from the early planning stages. Librarians need to be incorporated into curriculum planning and development. And classroom faculty need to be brought into the working life of the library.

Teaching innovation must be emphasized. Faculty development must be emphasized. For both, the personnel and collection resources of the library are valuable. These resources, both present and potential, must be stated forthrightly. The range and quality of services must be made known, and their enhancement encouraged. Deficiencies, present and potential, likewise must be made known.

Tenured faculty might well be drawn in for library service, contributing time and ability, e.g., one-half classroom and one-half library.

On-line sharing of resources, library consortia, and interlibrary loan services will need to be cultivated and developed through the intricacies of administration.

Societal

"Access to higher education for all who can benefit from it" is a public philosophy which seems to be firmly established. Its

implementation, however, is rooted in economic soil. Therefore public policy must change, with legislators appropriating the necessary funds to finance the popular expectation that "colleges will do the job." Political action for support of higher education (public and private) is entailed.

Liberal arts education has been taking a beating in the past 5-10 years; the study of languages is not in vogue. Society is the poorer.

Total full-time equivalent enrollment in private institutions has increased 12 per cent since 1970. But in all institutions of higher education the total FTE enrollment has increased by more than 32 per cent.

A college library may gain support from its community. In return for service to the community, financial payments could be made by political entities or individual citizens.

The decreasing number of college graduates may influence more persons to again seek higher education.

The University of Michigan, in a self-study for reaccreditation, is planning to give major emphasis to its libraries and library services. This was reported by a senior administrator of the University of Michigan in a private conversation.

> . . . as Veblen realized [in 1916], the greatest threat to academia emanates from within academia itself, or more precisely, from the inevitable dilution of pristine academic values in a commercially minded culture.[1]

> . . . today [private institutions] account for only 22 percent of enrollment, a proportion which has steadily declined from 41 percent in 1960 and 50 per cent in 1950. Since then, the percentage of total enrollment in public colleges has steadily increased.

> If that rate of increase should continue until 1995, we would in effect face the extinction of the independent sector of American higher education. And, for private and public institutions alike, what must be faced is that, by 1995, the country's traditional college-age population will be only three-fourths of what it is today.[2]
>
> All indications point to a dramatic reversal in the growth spiral in higher education for at least the next decade. . . . One beneficial outcome is that more institutions will have the opportunity to concentrate on the quality of education they provide for their students.[3]

Other Sources Consulted

VU President Emeritus A. G. Huegli interview, September 17, 1979.

Projections of Education Statistics to 1986-87, U.S. Department of HEW.

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[1] David H. Katz (MSU) in a book review, Change 11 (September 1979): 57.

[2] Harold Howe II, "What Future for the Private College?" Change 11 (May-June 1979): 28.

[3] John A. Centra, "Reading the Enrollment Barometer," Change 11 (April 1979): 62.

ANALYSIS OF TRENDS IN HIGHER EDUCATION

Trend	How is it affecting V.U.?	What is V.U. doing about it?	What else should V.U. be doing about it?	What are its implications for Moellering Library?
1. Economic a. Rising costs	unsettling; challenging	reacting cautiously; analyzing; planning; clarifying program; establishing priorities (e.g., CUPP & GEM); emphasizing recruitment	augmenting endowment	assure support for updating of library services; clarify library goals; more energetically interpret library service which can enhance V.U.'s performance; restructure library organization and staffing, aimed at more efficient performance
b. Changing state support	modifying range of source of students; diluting Lutheran concentration of student body	encouraging it, in Indiana	possibly developing direct political action	
c. Increasing tuition	requiring increased focus on upper middle-class students; elevating need for funds for student aid		initiating additional endowment campaign	prepare librarians to assist a wider range of students
2. Demand for college graduates	causing re-examination of curriculum	re-examining curriculum; studying and adapting (e.g., CUPP & GEM); reaffirming its nature as a "comprehensive liberal arts college"	continuing to emphasize and upgrade the quality of V.U. education	highlight and expand library instruction as an integral part of the curriculum, and as valid and reliable preparation for life-long learning

ANALYSIS OF TRENDS IN HIGHER EDUCATION--continued

Trend	How is it affecting V.U.?	What is V.U. doing about it?	What else should V.U. be doing about it?	What are its implications for Moellering Library?
3. Enrollment	unsettling	emphasizing recruitment; emphasizing its residential features; v.s. "2"	v.s. "2"	make information retrieval integral in all courses, so that V.U. can become outstanding as a school equipping its students with skills for life-long learning
4. Teaching --faculty development and --technology	teasing	I.M.C.; language laboratory; computer installations and updating; faculty research department	emphasizing; exploiting; subsidizing	increase librarians' participation in course planning; add access to on-line data bases; automate circulation system and catalogs; use A-V teaching instruments in the library; rationalize the staffing of the library

MOELLERING LIBRARY PROFILE

This profile is intended to portray the current characteristics and capabilities of the Henry F. Moellering Library. The report is organized in four sections covering the library's programs, resources, recent performance, and governance.

General Description of the Library's Program and Priorities

Any library's purpose should be that of providing the resources to obtain information and enjoyment from man's vast store of printed and recorded materials. To provide immediate access to this totality is, of course, an impossible goal for any one library, including Moellering. Consequently a selection must be made as to which resources for immediate access are provided and which are not. The decision is one of priorities within financial constraints. Currently there are no plans to develop the Moellering Library into a major research library. This policy was noted and commended in the North Central Accreditation Report.[1] Historically, the goal of the Moellering Library has been to provide those resources which provide convenient access to the information applicable to Valparaiso University's curriculum. To this end, the university in its Self-Study for the North Central Accreditation Committee has judged its library as being adequate. This conclusion was based on the appropriate formula for Valparaiso's size and nature as given in the American Library Association Standards for Colleges (1975 Revision).[2] The impression of adequacy (or better) is commonly held by many in the University. For

example, in its initial meeting for the Lilly Library Project, the Self-Study Team listed the collection as one of the library's strengths. The North Central Accreditation Committee has detected flaws, however, and in its report found "the general collection in at least three fields to be somewhat below the high standard reflected elsewhere in the institution."[3] Apparently the three fields are literature, history, and economics. The Library Self-Study Team should address this problem. Beyond the resources available for immediate access, the Moellering Library participates in various co-operative efforts with other libraries. These include the Indiana Co-operative Library Services Authority (INCOLSA) which in turn contracted for the services of the Ohio College Library Center (OCLC), the Northern Indiana Library Services Authority (NIALSA), the Metropolitan Periodical Service, and the Health Science Network. Statistics on these co-operatives will be given later, but as an example, the Metropolitan Periodical Service alone has resources of over 50,000 periodicals with xeroxed copies being available in about a week. It is worthwhile to note that these interlibrary loan services have been used increasingly in recent years.[4] Combining the co-operative services with the resources available at the Moellering Library gives Valparaiso University a library program which does provide access to a significant portion of man's printed and recorded works.

There is no statement of Moellering Library's major policies or priorities. Historically, the absence of any policy statement has worked out well. Decisions were made and in 1959 a new facility was built next to the chapel in the center of the growing East Campus.

When more space was needed, an addition was built in 1970. Also historically, as mentioned above, the priorities have been for the support of the university's curriculum. This has been accomplished through budgetary allocations. The Board of Directors of Valparaiso University determines the general fund for the library based on the budgetary recommendations of the University's President and Vice-President for Academic Affairs. In recent years this has been fairly constant around 4.6 per cent of the educational and general budget for the university; the American Library Association suggests a minimum of 6 per cent.[5] This general fund includes the library budgets for the various academic departments of the university, the proportion of each department's share having been recommended by a committee of the University Senate. The departments then spend their limited budgets as they wish for book acquisitions, typically for titles relevant to current courses and significant works in the field. Thus the curriculum of the university is supported. When the curriculum has been expanded, such as occurred with the reorganization of the College of Engineering shortly after World War II and more recently with the introduction of the Colleges of Nursing and Business Administration, special funds have been made available to purchase a supporting collection in the library--at least one which will meet the standards of the accrediting agencies. Of course, not all of the general fund goes to the departments. Serials and reference works are purchased from another portion of the fund. New titles are suggested by either the faculty or the library staff, but ultimately the decision rests with the director of the library based on the recommendations, the reviews, and budgetary

feasibility. Currently we receive around 1400 periodicals. The rest of the general fund is for salaries, student aids, equipment, and associated library expenses, such as binding. Even though the absence of any policy statement has worked in the past, the future holds no guarantees; hence, the Library Self-Study Team may wish to correct this omission.

In the day-to-day operation of its program, Moellering Library offers various services beyond that of collection supervision. The interlibrary loan service has already been mentioned as an integral aspect of the program. In recent years this service has been improved by the computer assistance offered through OCLC memberhips. When queried, the computer will determine the closest library which holds a desired work. A second important service is that of reference. The library maintains a good collection of dictionaries, encyclopedias, atlases, collective biographies, handbooks, abstracts, indices, etc. Questions on their use, sometimes substantial, are answered by the reference librarian. Another service of the library concerns the acquisition and subsequent preparation of new books for public use. A few academic departments have complained of the long delays involved in the acquisition process. One such complaint can be found in the departmental responses to the questionnaire prepared for the Council on University Planning and Priorities (Appendix G). On the other hand, cataloguing has been sped up due to the computer assistance offered through OCLC. Another service which the library is eager to offer is that of instruction on using the library. Yet another service of the library is that of being a depository for certain

federal and state documents, as well as for geological survey maps. A collection of recorded music is also available for listening through the Moellering Library. Some people may consider this a special service of the library, and others will consider this as being no different from having a book collection available for reading. As yet another service, the library offers exhibition space for the Sloan Gallery. The instructional materials center and the reading labs are also currently located in the library. And, lastly, the library offers the services of three photocopiers. How did we ever get along before without them?

Library Resources

A small professional staff and predominantly part-time clerical staff characterize this important resource at the University library. A very large number of student aides (65) working a very small number of hours each per week (6-8) fills out the work force that keeps the library open 91 hours a week.

In the appendix is a list of current professional and clerical employees with selected data (Appendix A). Another chart shows the organizational structure of the professional staff with principal responsibilities (Appendix B). The 4 full-time professionals, other than the director, are accountable for the following functions: circulation, reference, cataloging, documents, science library, maps, microforms, serials, binding, student staff supervision, library instruction, and numerous lesser duties.

The study team needs to determine whether, properly organized, this staff is numerically adequate to fulfill its responsibilities,

whether the proportion of clerical staff to professional permits the best use of the capabilities of each, and whether working arrangements promote maximum work production.

Moellering Library houses all the collections supporting the work of the various colleges, with the exception of law. The book collection now numbers approximately 225,000, including bound volumes of periodicals. The library subscribes to 1415 journal titles. Physical unit count of microforms held is 63,872. This includes the Library of American Civilization set of 15,000 which is on ultra microfiche and requires different readers. Music records and tapes are housed in the record library (Room 4). Otherwise, A-V materials are in the Instructional Materials Center (Room 5). Charts with more detail on the various collections are found in Appendix C. An interesting response from the faculty, by departments, on how they view library resources for their discipline is borrowed from CUPP working papers and is included in Appendix G. Likewise, typical library expenditures are included in Appendix C. A still more detailed reporting of library operations is found in the HEGIS report for the year July 1, 1978 to June 30, 1979. A copy may be borrowed from the library director.

After 20 years, the library building continues to be for most people an attractive facility with a warm, friendly atmosphere and an impression of roominess. It is not without problems. A book dropped in the reference room is heard in the periodical room. As attendance builds up, an overtone of noise becomes constant, permeating the building. The shuffling of feet never stops. Noise from the card

catalog area is heard throughout the main floor. Noise from the lower level can be offensive to the main floor.

Lighting in some areas remains a problem. The excellent lighting in the two wings has gone far toward counteracting that in the poor areas. Two large areas in the lower level have temporary lighting. The north end of the main stackrooms has been improved recently with additional lights. The high ceiling areas are a problem whenever a bulb burns out, because the drop in illumination is so great. The use of breakers for switches has caused additional problems because of maintenance cost, delays in restoring service, and inconvenience.

Lack of office and work space has handicapped operating efficiency over the years. Some accommodations have been made to overcome this problem. Sufficient space for circulation and reserve book needs, along with other functions that need to be carried out in the lobby area, has been a hard problem to solve. Attention should be given the temporary provision made for reserves this year. The larger concern for the best use of available space in the building deserves consideration.

Library Performance Statistics

Information on performance statistics is most easily seen in chart form and may be referred to in Appendices E and F. Two things should be noted. Reference statistics have been hard to maintain. In addition to the reference room proper, an assistance service is provided at the circulation desk. Every librarian works with this, whether assigned there or not. Keeping records has not been done as

well as questions have been answered. Perhaps a system should be worked out.

Interlibrary loan has mushroomed in recent years. It has also undergone as much philosophical and operational change as any service in the library. At Moellering, in a dozen years, we have gone from one type of I-L-L to four and from handling 150 requests to 1500. This year we have made it into a separate department and given it full visibility at the circulation desk to facilitate customer service. It will need to be watched.

Governance of the Library

As noted before, the library does not operate under a statement of policies and priorities. Ultimately, the major budgetary decisions are made by the Board of Directors. The hierarchy beyond the Director of Library's Office includes the Vice President for Academic Affairs, then the President, and then the Board of Directors. Of course decisions are made beneath the level of the Vice President. The organization for making these decisions can be seen in the block diagram in Appendix B. This diagram thus shows the major responsibilities for governance within the library. It should be noted that there is no input from any faculty committee nor any other external group such as library patrons.

Something should be mentioned here on relationship between Moellering Library and the library co-operatives. By virtue of membership in INCOLSA and NIALSA the library is obligated to observe their regulations. Both hold meetings in which Valparaiso University has a voice. In fact, the current Director of the Library, Edwin

Johnson, has served on the boards for both co-operatives. In the other co-operative services the university does not have a voice in the decision-making process. However, it should be remembered that in all of these co-operative services, Valparaiso's involvement is voluntary and any one can be dissolved whenever the membership becomes too expensive or more trouble than it's worth.

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[2]The Valparaiso University Self-Study, 1977, Report to the Commission on Institutions of Higher Education North Central Association of Colleges and Schools, pp. 124-125.

[3]Report of a Visit to Valparaiso University, Valparaiso, Indiana, for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, March 6-8, 1978, p. 15.

[4]The Valparaiso University Self-Study, 1977, Report to the Commission on Institutions of Higher Education North Central Association of Colleges and Schools, p. 131.

[5]"Standards for College Libraries," College and Research Library News, XXVI (October 1975), 298.

LIBRARY PROFESSION PROFILE

1. As a refined technology becomes more readily available to smaller academic libraries, difficult decisions must be made as to the type, degree, and advisability of using this technology. The plethora of materials and the means of access are constantly growing. In response, libraries have turned to various networks for assistance. Citing increases in the cost of periodicals (Glasby, 1974, pp. 204 ff.) as the "single most inflationary factor in library budgets" (Lyndon, 1978, p. 213), most networks concentrate on expanding access to periodicals. However, the legal implications of co-operative purchase, storage, and use of these materials are yet to be determined in the light of recent copyright legislation (Cluff, 1979, pp. 289-292).

Recent studies seem to indicate a trend toward more advanced collection analysis--including use studies and bibliometrics, i.e., the use of mathematical models in the analysis of communications (Lyndon, 1978, pp. 220-225). Information thus acquired could form the basis for decisions about the networking needs of the individual library.

Another development in the librarianship of networks is the combination of procedures within a single automated system (Kent, 1979, p. 341). To cite one example, the Ohio College Library Center (OCLC) has already provided interlibrary loan, serial check-in, cataloging, and bibliographic searching systems; and it is in the process of making available such additional services as on-line catalogs and union lists (Kilgour, 1979).

Many questions remain. How much networking does the individual library actually require? (Kent, 1979, p. 341.) When does the work such systems generate become counter-productive? (Dougherty, 1978, p. 16.) Are networks cost-effective? (Kent, 1979, pp. 339-340.)

2. Librarians are moving towards a more active and systematic involvement in undergraduate education. Librarians are predicting and preparing for a "greater stress on the use of library materials in undergraduate education." Carefully-structured programs of research for undergraduates can provide "the means for intellectual mobility, for continuing education, for mid-career conceptual inquiry" (McInnis, 1975). Such programs can be developed through systematic co-operation between librarians and faculty. These trends are just in the process of taking shape, but there is already considerable discussion in the technical literature of just how a college or university can best (a) introduce its students to research techniques; (b) integrate research techniques and projects into the student's four-year experience of undergraduate education. There is some feeling that this is not being done very well at the moment, and that new techniques and approaches must be brought into practice. One of the most successful innovative programs is at Earlham College in Richmond, Indiana. This program, and other variants on the idea of library education, need to be studied as precedents and as working systems.

3. Libraries are beginning to adopt methods which respond to the needs created by the rapid increase in interdisciplinary programs. As indicated by a recent study of library/constituency relations in

an academic environment, "American higher education is currently undergoing a change with the merging and splintering of disciplinary studies" (Govan, 1976, p. 545). The difficulty is greatest in relatively small college libraries where the acquisitions budget is chiefly allocated to departments. Because they cut across departmental structures, interdisciplinary programs create needs which departments often fail to perceive or to meet. When academic librarians are "increasingly caught between the traditionalist and the interdisciplinarian committee" (Govan, 1976, p. 545), the solution may lie in using faculty-library committees to guide the development of interdisciplinary collections.

4. What is expected of the academic librarian today? The retrenchment theory has certainly had its impact. The trend toward fewer librarians to handle more material and technical information than ever before must certainly create its share of problems. Are librarians to be instructors, as Pauline Wilson has asked? (Wilson, 1979.) If so, how and where? Who does the academic librarian serve? The trend is towards a decrease in the size of support staff, while dependence on student aides is increasing (Abell, 1979, p. 157). How is the librarian to make the best of this situation? Are academic librarians professionals? What about continuing education?

Perhaps of all the categories we defined, within which to study the environment of librarianship, it is the category of "librarians" that contains the most unanswered and perhaps unanswerable questions.

5. In an age of apparently permanent inflation and rising book costs, the question of growth is frequently debated. The debate on growth has several aspects: these are closely related but for the sake of convenience they can be considered separately.

a. Libraries are seeking out ways of using acquisitions budgets, both for monographs and serials, with increasing care. The library must define the nature of its clientele and by implication the needs of its clientele. There is something of a consensus that the college/undergraduate collection must be built up and maintained in some fundamentally different ways than the university/research collection.

The goals of the college collection need to be stated specifically. "A library collection is not merely an assembly of books, not even an assembly of good books; they have to relate to each other" (Feng, 1979, p. 41). Thus the necessity for a collection development plan: this document "describes the short- and long-term goals of the library . . . correlating them with the environmental aspects . . . the information world, fiscal plans, and the history of collections" (Edelman, 1979, p. 34). The collection development plan must acknowledge differences in the structure and nature of knowledge from field to field. One cannot project needs for a humanities collection in quite the same way as for a science collection. Most or all plans begin by distinguising between short-term demands and long-term needs. Short-term demands are those of the library's immediate and present audience; they are what people want right now. Long-term needs have to do with the library's "balance, reliability, and comprehensiveness"

(Edelman, 1979, p. 36). One needs to distinguish between different types of purchases: the collection plan should balance periodical subscriptions, standing orders for series, deposit collections, blanket orders, and retrospective collection purchases. Once all of these relatively objective rules have been set up, it is time to exercise individual judgment: "Each collection or segment of it represents the ambition and abilities of a few individuals and the ultimate subjective approach is one of the greatest values of academic freedom" (Edelman, 1979, p. 38).

b. A recent conference on academic libraries (proceedings published in Farewell to Alexandria, ed. Daniel Gore) studied the possibility of "no-growth" libraries. The term "no-growth" has a variety of meanings, depending on whether one is talking about research collections, large university collections without research pretensions, or relatively limited liberal arts collections. According to Richard Trusswell, a no-growth collection is "a library where the total number of monographs is held at a no-growth value close to, if not at, the holdings capacity of the library itself" (Gore, 1976, p. 72). Holdings capacity itself becomes an increasingly ambiguous matter as microforms assume a new prominence and as more economical ways of storing books come into vogue. There is, then, no specific point at which the idea of a no-growth collection becomes relevant. It is a possibility for many different kinds of collections and for many different reasons. Below, we list some of the reasons why the no-growth idea is potentially useful for small liberal arts collections and some of the pitfalls that one must look out for in formulating a no-growth policy.

(1) No-growth is associated with "weeding"; that is, for every book added to the library, another must be dropped. The assumption behind the weeding process is that everybody makes mistakes, including the people who order books, and that after a while it will become obvious that certain volumes are either duds or have been superseded, for all practical purposes. Methods for getting rid of useless books are suggested by some of the articles in Alexandria. For example, Eugene Garfield proposes a method he calls "citation analysis," whereby the number of times an article is cited by other researchers (see Science Citation Index) determines whether or not it is kept. However, Garfield suggests no application beyond scientific periodical literature. The problem of how to weed monographs is more complex. Both of the major reviews of Farewell to Alexandria came to the conclusion that the book had not dealt helpfully with the costs of discarding. The Library Quarterly review deals with this difficulty in some detail; the reviewer concludes that "such schemes to reduce the cost per meter of shelving saved will probably have to deal with groups of publications which can be easily recognized by a human being or a computer." This comment may be a good guideline to developing a financially realistic no-growth policy.

(2) To look at no-growth from another angle, it is connected by some librarians with the usefulness of the library as an educational tool. According to Evan Farber, "Limiting the growth of a library makes it all the more important for students to know bibliographical resources" (Gore, 1976, p. 41). Farber has much to say about how a no-growth collection can be planned with this principle in mind. He

makes explicit one significant implication of the no-growth policy: that where such a policy is put into effect, there must be well-staffed and efficient interlibrary loan services available to students. National networks to provide such services are now in the planning stage or in some cases beyond it. They are not yet in full operation but should be sometime in the next decade.

(3) Some of those associated with no-growth policies want to put the idea in positive rather than negative terms. This may be a good idea, both for political and substantive reasons; Alphone Trezza, for example, argues that "What you are talking about is the intelligent use of your funds. That is what you want to argue about. . . . We haven't been saying negatively: Stop the library from growing. What we are asking is: How do we do a better job with out funds? And how do we communicate that book selection is both adding and weeding, and that the two things are part of the whole? . . . let's watch the terms that we use. The budget people may misunderstand, and they will then set arbitrary limits and say: You can only have 10,000 volumes" (Gore, 1976, p. 156).

c. The use of microforms in libraries has been discussed in detail in an excellent article by Evan Farber, probably worth reading in full. Farber discusses the problems in getting people to use microforms and he also has some possible answers to these problems. He emphasizes (1) the ease with which microforms can be used, once they are integrated into their appropriate subject collection; (2) the need for education in the use of microforms to accompany this integration; (3) the future possibility that "if students want to

check out books, we'll just hand them microfiches to read and keep. There'll be a master file of microfiches that are never circulated but which can be quickly and cheaply duplicated." The technology for this kind of duplication is apparently available and should no doubt be investigated.

6. Many of the problems confronting libraries of all sizes can be traced to financial difficulties created by a familiar combination of factors (the near-elimination of federal funding and the inflationary rise of book prices, to cite only two). Since the traditional pattern of external support for libraries has often been occasional and highly specific (one-time gifts of books, building funds, support for special collections), one solution has been to establish an auxiliary association such as the Friends of the Library at the University of Chicago (University of Chicago Record, 1978, XII, 2).

Such an association is a possibility for any academic library. Its purpose is to secure general funds for the library, and it is staffed on a volunteer basis.

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INSTITUTIONAL PLANNING ASSUMPTIONS

1. Academic excellence will continue as a hallmark of Valparaiso University.

2. The liberal arts orientation of Valparaiso University is certain to remain a major institutional feature.

3. The relationship between Valparaiso University and the Lutheran Church is likely to remain the same as it is currently.

4. No major programs or colleges are likely to be instituted.

5. Valparaiso University is not likely to experience either a major increase or decrease in enrollment in the near future.

6. Graduate enrollment on the campus is not likely to increase unless an MBA program is initiated.

7. The University is likely to remain tuition-driven.

8. Valparaiso University will remain primarily residential.

9. The increase in regional population is certain to continue, but what impact this will have on the library is difficult to determine.

10. Library use is presently circumscribed by the location of many faculty offices on West Campus, but use is likely to increase as more disciplines are relocated to East Campus.

11. It would not be advisable to attempt to increase our library to major research library proportions.

12. If there is an increase in innovative instructional methods there may be an accompanying increase in demand for supporting technical equipment.

13. Unless the library director is consulted early in the budget-making process, provision of services will be severely limited.

HIGHER EDUCATION PLANNING ASSUMPTIONS

1. Economic considerations are basic to higher education.

2. The pool of available college students is declining and will continue to decline in the foreseeable future.

3. Recruitment competition among colleges will increase because of the decline in the number of available students.

4. Comprehensive liberal arts colleges will probably be less severely affected by the student pool shrinkage.

5. Tuition increases made necessary by inflation and increased operating costs will make funds available for student aid all the more important.

6. Attitudinal and vocational trends that have caused a decline in liberal arts enrollment and an increased enrollment in professional programs are not likely to change significantly or soon.

7. Curriculum must not be frozen, but must continue to respond imaginatively both to student needs and to intellectural developments.

8. Faculty development and teaching innovation will need to be emphasized.

9. Effective curricular implementation demands that library resources and personnel be considered at the earliest stages of curricular planning.

10. Libraries must become more aggressive components of higher education, in the sense that forthright statements of strengths and deficiencies of, and opportunities for, library services must be made.

11. Application of modern technology to library services will be required.

LIBRARY PLANNING ASSUMPTIONS

1. The library will continue to be located near the center of the campus.

2. Library use is presently circumscribed by the location of many faculty offices on West Campus.

3. The library should not be developed to research library proportions.

4. The first priority of the library will be to support the University's various curricula.

5. Library co-operatives are indispensable and will increase in use since access to materials will remain a major criterion of library effectiveness.

6. Computer assistance has been and will continue to be an important adjunct both in providing library services and in the day to day operations of the library. Use of computers will almost certainly increase as applications for their use are developed.

7. The library will continue to be a depository for certain government maps and documents.

8. The relationship between print and non-print media holdings in the library needs careful analysis and clarification of policy.

9. A statement of priorities concerning use of available library space is needed.

10. The library has a number of acoustical, lighting, and space problems.

LIBRARIANSHIP PLANNING ASSUMPTIONS

1. Libraries need to establish sets of guiding principles to insure that library policy decisions are made in the broader context of institutional missions and objectives.

2. Within the restrictions of the "law of the land," libraries will continue to employ resource sharing as a means of providing increased access to materials.

3. Collection building is a matter of acquisition and weeding.

4. Libraries will continue to be limited in acquisitions.

5. Restrictions in space and budget will continue to seriously affect acquisition and retention decisions especially in regard to serials.

6. Technology and its applications to librarianship will continue to develop beyond present capabilities.

7. Use of microforms will increase.

8. It is increasingly necessary for the roles of librarians to be defined and functions described.

9. Students need instruction in use of the library and its resources.

10. Libraries can provide an effective focal point for solicitation of financial resources. In addition, "friends of the library" should be encouraged to continue involvement in important volunteer services.

NEEDS ASSESSMENTS

INSTITUTIONAL POLICY-MAKING

The purpose of this report is to identify the needs of the Moellering Library from the perspective of institutional policy-making. Specifically, its purpose is to point out ways in which formal institutional attitudes and procedures affect the role of the library within the institutional framework and affect its delivery of commonly expected library services. The task force agreed that two major areas particularly affect Moellering Library: (a) budget-making policies and (b) general administrative policies.

Although the task force made no concerted effort to emphasize one area over the other, it was generally felt that, as is the case with most University operations, the budget area was the one of more immediate concern. The task force has examined past budgets, the current budget, and attempted to anticipate future budgets. Examination of past and present budgeting indicates that funding for the Moellering Library has been consistently below national averages and dramatically short of ALA minimum standards when measured according to either of the two most common standards: percentage of total budget spent in support of library services or amount spent per FTE student. This has had a particularly detrimental effect on library staffing, which is considerably below minimal ALA standards (see Appendix N, "Formula B"). As the figures are altered for inflation and increased demand for services, especially during the past five years, the gap between where we should be and where we actually are increases. Of particular concern is the relatively low percentage

of the University educational and general budget allocated to Moellering Library. (If amounts allocated to the Weseman Library are included, the percentage becomes considerably more respectable. But since we are concerned with general library services for the majority of Valparaiso University students and faculty, inclusion of these amounts would give a somewhat misleading impression.) ACRL standards suggest that 6 per cent of the total operating budget of an institution is a reasonable and not impossibly idealistic level of allocation for support of the central library. Moellering Library has received approximately 2½ per cent in the current fiscal year, a figure that appears to have been consistent for the past few years (see Appendix H). (The task force computed the educational and general budget by first subtracting all scholarship monies.) Figures given in the National Center for Education Statistics publication on libraries reports the percentage of total operating budget expended for Moellering Library as 4.1 per cent, but the task force is somewhat mystified as to the source of that figure as well as some others included in the report. Nevertheless, a portion of that report is included herein to provide some indication of where Valparaiso University stood as of 1973-1974 relative to some other institutions in terms of formally reported statistics (see Appendix I).

Statistics are always open to manifold interpretation. But even the most charitable interpretation of ours would seem to indicate that the library budget situation has been and continues to be in drastic need of upgrading. While the task force realizes that many facets of the University operation are presently competing for a

limited pool of funds, it still feels that a commitment, both in long-range and short-range terms, must be made in which the central position of Moellering Library within the institution is acknowledged. Questions concerning the future of the library must be faced and answered. Where is the library in the University's development planning? Where is the library in the University's fund-raising endeavors? Where is the library in the allotment of donations made without stipulation?

Concerns about library participation in University policy-making processes can best be addressed through one of the organizaing questions used by the task force: "To what extent do institutional policy-makers consider the library in institutional policy decisions?" Obviously, our conclusions in response to this question could only be speculative. It was the consensus of the task force, however, that, in view of the budget figures already discussed, more consideration needs to be given. The need for greater consideration of the library in institutional policy-making is additionally reflected in a number of areas that lack definition or statement of purpose.

First, the position of the library and its role within the University needs to be defined formally and realistically. To what extent is the library a support service to the students in their research and study and therefore an extension of the classroom? To what extent can Moellering Library reasonably be expected to support advanced research by members of the faculty? The relative claims of these two library functions must be carefully resolved since successful delivery of library services and use of funds for acquisitions depends very greatly on a common understanding and general acceptance

of the library's primary mission within the institution. Other areas of policy that need clarification include: use of the library as a repository for non-print materials and as a center for storage and dispensing of audio-visual equipment, the scope of the University Archives, and use of the library as storage for the Sloan Art Collection.

Secondly, the Director of Libraries' position and authority within the institution need clarification, particularly at a time when a search for a new director may be imminent. This is a good time to define the position carefully and determine realistic criteria for filling it. The following questions should be answered: Where does the director fit in the organizational structure of the University? (Is this or should this position, for example, be on a level with a deanship? If so, should the director hold membership on any formal or informal deans' council? Is the position unique? If so, this should be made clear.) Is the director truly Director of Libraries? What is his/her relationship to the Weseman Library? Does the director have authority regarding allocation of space within the library, determination of library hours, and other matters of broad library policy? While historically the library has operated quite well in the absence of clear policy statements on these and other matters, there is no guarantee that that will necessarily continue to be the case, and it places the director in a needlessly vague position. The task force concluded that strong advocacy of the library is necessary, and that in order to provide that advocacy the library director needs to know with certainty the parameters of his/her authority.

Thirdly, there is a need for clarification of the academic status of the professional librarians. Though the Faculty Handbook seems to address all questions regarding promotion, terminal degrees, tenure, and leaves of absence for teaching faculty, there is considerable confusion about the rights and privileges of library staff personnel holding faculty rank. Are professional libarians set apart from the teaching and research faculty? When, if ever, do librarians qualify for sabbatical leaves? Is research in the field of library science acknowledged or encouraged? Is professional growth stimulated in other ways? Clarification is needed in these areas.

Finally, the task force sees the need for greater communication and co-operation between the faculty and the library. Many misconceptions now exist on the part of the faculty regarding the library and its personnel, and vice versa. In response to this condition, the task force strongly recommends formation of a standing committee of the faculty to be known as the Faculty Library Council. At the present time, as far as the task force could determine, library concerns fall within the jurisdiction of the Educational Policy Committee of the University Senate. By lifting these important concerns out of that position and placing them in a position where they can receive proper attention, the position of the library within the University should be enhanced. The concerns of this Council should be wide-ranging and comprehensive, insofar as the library is concerned, and might well begin with determination of criteria for selection of a director who will replace Professor Johnson when he steps down.

We strongly advise that the study team take all of the above statements of need into consideration in determining a specific plan for improvement of library resources.

AN OVERVIEW OF LIBRARY FACILITIES AND EQUIPMENT

This segment of the overall analysis report deals with facilities and equipment of the library. The report begins with an overview of recommended standards for library facilities (although vague in several instances). Following this section, the major strengths and principal weaknesses of the Moellering Library are discussed in specific sub-categories which consider specific topics in greater detail than the introductory overview. Each weakness is described in detail along with supportive evidence and suggestions for resolution of the weaknesses. In some instances, no specific recommendations are made due to the lack of relevant alternatives within the experience of the author. Finally, needed changes are listed according to priority areas.

I. Overview of Recommended Standards

Determination of a concrete listing of specific standards for library facilities and equipment was extremely difficult to formulate except for recommended square footage requirements.[1] Seating for readers is set at one station for each four full-time equivalent (FTE) students at a typical residential college; seating is presumed to require 25 sq. ft. of floor space. At Valparaiso University the seating requirement for 3500 (FTE) students[2] (averaged value which excludes a portion of law students) would be computed as follows:

3500 FTE students x 1 seat/4 FTE students = 875 seats

Similarly, the recommended square feet devoted to this seating should be:

875 seats x 25 sq. ft./seat = 21875 sq. ft.

Space for books is dependent upon overall size of the book collection and is computed in Table 5.

TABLE 5

RECOMMENDED FLOOR SPACE FOR BOOK COLLECTION

Number of Volumes	Recommended Sq.ft./Volume	Number of Volumes at Moellering	Recommended Sq.ft.
For first 150,000	0.10	150,000	15,000
For next 150,000	0.09	75,701	6,813
For next 300,000	0.08	-	-
		Total	21,813

Administrative space is recommended to be one-fourth of the summation of spaces needed for readers and books as calculated above. One-fourth of the total is given by

$\frac{1}{4} \times (21875 + 21813) = 10922$ sq.ft.

A comparison of recommended space requirements with that available at Moellering Library is provided in Table 6.

TABLE 6

COMPARISON OF RECOMMENDED AND ACTUAL SPACE REQUIRED OF A LIBRARY FACILITY

Sq.ft. recommended for University of V.U.'s Size and Enrollment		Actual sq.ft. Available at V.U.	Per cent of Recommended Sq.ft. Available at V.U.
For seating	21875	37,140	85
For books	21813	not recorded separately	
For administration	11078	2,000	18
Total	54766	39,140	

These figures do not include the space requirements for a college library's non-book services, such as archives, instructional materials, microforms, map depository, reading laboratory, and music library, all of which occupy space in Moellering. The Standards simply do not address space requirements for these auxiliary services, nor do they state whether or not they are included by the Standards.

Those additional standards which are, at best, vaguely referred to in discussing library facilities include adequate lighting, acoustical characteristics, heating, cooling, comfortable furnishings, simplicity and economy of space utilization, provisions for the handicapped, copy machines, and the selection of movable equipment, to name the most significant items. Any vagueness which accompanies the above statement is intended to give the reader a feel for the lip-service which is paid these items in the Standards. However, several of the above items will be further discussed in the needs section of this report.

II. Facilities and Equipment/Major Strengths and Weaknesses

A. Major Strengths

A major strength of the library facilities appears to lie in the area of "non-fixed" equipment. As used herein, "non-fixed" equipment refers to equipment which is not a part of the building structure. This major conclusion is based upon both the satisfaction and dissatisfaction expressed verbally by full-time library staff and the results of the Importance/Success Questionnaire.

The non-fixed equipment on hand includes: library (OCLC) computer terminals to assist the interlibrary loan service and to

facilitate cataloging, three photocopiers, record playing and listening equipment, collating equipment, microform readers, book carts, typewriters, and general office equipment. Of these items, usage of the (OCLC) computer terminal for interlibrary loan activities is expected to increase the most in the near future.[3] Also, due to the increase in storage of written material on microfiche, additional microfiche readers will be required in the microforms room and perhaps also in the periodical and reference areas. Finally, inexpensive copy machines should be readily available and continuously maintained in good repair to minimize mutilation of library materials and to facilitate the usage of materials.

Space within the music library is rated as adequate, and since its equipment is budgeted by the Music Department, it will not be discussed here, with the following exception. It was noted that a storage cabinet to contain large (oversize) scores of sheet music is needed.

B. Principal Weaknesses

Major weaknesses of the library facilities appear to lie within the building proper and fixed equipment within the building. The most frequently cited shortcomings include lack of administrative and staff work space, inadequate lighting, heating, and excessive noise. A lack of sufficient work space was the major concern of staff personnel interviewed. Each of the above items will be discussed in detail in the following sections.

III. Detailed Assessment of Weaknesses

A. Space Limitations

The complaint of insufficient space for administrative and staff work areas was a recurring theme in discussions with those involved in the day-to-day operation of the library. Table 6, previously presented, shows that space allotted to administrative and staff work areas suffers the most in comparison with the recommended standards. Library expansion in view of steady or slightly declining enrollment does not seem feasible; therefore, it is assumed that additional work space must encroach upon previously dedicated space. General problem areas will be outlined in following sections, and several alternate uses of floor space will be suggested. However, due to specific logistics of library operation, such as traffic flow, proximity to work area, etc., actual assignment for usage of alternate space would best be made by library personnel themselves.

1. Lower Level

a. Room 10, Government Documents Librarian's Office

This 10 x 17 ft. office is overly crowded; it serves as office space for the Documents Librarian and also as work space for two student aides in processing a large volume of materials.

b. Work Area (9 x 16 ft.) within Map Depository

Due, in part, to the limited space for Room 10, this makeshift work area serves as the receiving point for incoming government documents as well as for a temporary holding facility for those

older government documents awaiting approval for shipment elsewhere or for disposal.

c. Room 9, Microforms Room

This room is presently utilized to full capacity for the storage of microfiche and microfiche readers. With the increased use of microfiche materials, additional space for storage and additional microfiche readers will be needed. The arrangement and the cramped quarters of the microforms room was criticized in a response to the Importance/Success Questionnaire.

d. Room 6, Rare Books

While not heavily utilized, space for additional rare and/or oversized volumes is extremely limited. Materials presently on hand cannot be properly shelved due to space limitations. Controlled access is possible, but no space is available to supervise usage of these materials.

e. Room 2, Archives (16 x 26 ft.)

This room presently contains 180 cu.ft. of archival boxes, filing cabinets, and bound volumes. A table for those doing reference work and the archivist's desk complete the present utilization of this space. There is 150 cu.ft. of additional space for expansion of the collection within this room. Expansion costs for six (6) sections of shelving is estimated at $1,000. A program of records management must be adopted before definite planning for archival space needs can be formulated. Before locating additional space for the

archival collection, consideration should be given to the economics of a microfilming program.

f. Room 4, Music Library

Space is rated as adequate for present purposes.

g. Room 3, Seminar Room

Relatively high usage keeps this room scheduled through the better part of each day. Increased usage of television monitors for playback of video tapes accounts in part for this increased usage.

h. Staff Lounge (16 x 17 ft.)

This room "may" be oversized for its general usage.

i. Computer Terminal Room (formerly a [illegible] room)

Except for Sunday usage, this room appears adequate for almost all computer usage. However, results of the Importance/Success Questionnaire indicate insufficient weekend availability of computer terminals at the library. Academic computer center figures indicate computer terminal usage at approximately 500 students weekly, with an average of 143 hours of terminal time logged per week. Problems with data transmission losses have occurred frequently due to collating and other equipment which is stored and used by library staff in this room. This is another indication of crowded conditions. As of this writing, part of this library support equipment has been removed from the terminal room with the remainder to be moved in the near future. A request for 24-hour accessibility to computer terminals has been voiced.

j. Rooms 7 and 8, Reading Laboratory

Usage of these rooms varies signicantly throughout the year, with heavy utilization occurring during the fall and special summe- program sessions. Lighter usage typically occurs during the spring semester. Occasionally, only one room is used during the spring term. No complaint of limited space was voiced.

2. Main Level

a. Periodical Room Work Area

This is currently being rearranged to accommodate a work table behind the periodical counter. Student study tables previously have been used for work space. The Periodical Librarian does not have a private office.

b. Circulation Desk

The circulation counter has been adapted to provide multiple functions, which include circulation, interlibrary loan service, library assistance, and reserved book service. Reserved books are stored in a makeshift enclosure within the stack area of the library (see (c) below). Reserve books, therefore, are not totally secure and are twenty to thirty steps removed from the circulation desk. Increased volume of reserved book usage has necessitated this move to a location other than behind the circulation desk. Also, semi-cramped as the interlibrary loan service may be presently, this service may require expansion in the near future. Expansion will be necessary due to increasing utilization of the interlibrary loan service as libraries increase their usage of shared services.[4]

c. Reserved Book Area

Books held in reserve are presently stored within the main level stacks in a semi-secure enclosure formed by the shelving itself. While increased usage is a definite positive aspect of the reserved materials system, two problems remain: (1) materials are shelved some (albeit short) distance from the circulation desk; and (2) materials thus stored are not truly secure since they may be removed by an intended user without adhering to established borrowing procedures.

d. Receiving Room and Cataloging Room

These areas are used to process all incoming books. Although large (15 x 31 ft. and 16 x 24 ft., respectively) by comparison with previously discussed areas, these two areas are reported by library staff to be cramped for space. Between six (6) and ten (10) people, many part-time, utilize these work areas throughout the day. In addition, large numbers of in-process books fill this area and added shelving has been requested. An OCLC terminal and line printer used to assist in cataloging are housed in the catalaging room.

e. Individual and Group Study Areas

The need for additional individual and group study areas was voiced in response to the Importance/Success Questionnaire.

B. Suggestions for Resolving Space Limitations

It does not appear that the obvious suggestion to expand the library building would pass either the "significance" or "feasibility" criterion established by the "Needs Assessment" guidelines. If the constraint of no expansion within the existing structure is accepted

as a presupposition for other changes, then a "something has got to go . . . or give" attitude must be adopted. The following suggestions are offered as possible alternative uses of space; they are also provided to stimulate free thinking with regard to the utilization of existing space.

1. Lower Level

a. Staff Lounge

Move the existing staff lounge to a smaller room, perhaps Room 10, thereby freeing this rather spacious 16 x 17 ft. room for alternative purposes. The existing lounge should not be typed as such, since the appliances found therein are readily removable and replaceable. Perhaps a switch of the present staff lounge (Room 1) and government documents office (Room 10) might better serve all personnel involved.

b. Room 10

An alternative use for Room 10, presently the government documents office, might be to join it to Room 9 (microforms) by a connecting door. An interconnecting door between adjacent rooms would permit additional microfiche file storage in one room with space for added microfiche readers in the adjoining room. Access could be controlled through one exterior door. Connecting these rooms with a door would be easy to do, since a partial glass wall presently separates these two spaces.

c. Rooms 8 and 9

Other than providing a central campus location, no positive reasons for maintaining the reading laboratory in Rooms 8 and 9 have been stated. Numerous alternative uses could be found for these rooms if alternate appropriate space to house the reading laboratory can be found.

d. Unfinished lower level (Map Depository)

This area remains unfinished in terms of lighting, finished walls, finished ceiling, etc. And, although it is rapidly expanding in terms of maps stored there as part of its depository service, attractive and well lighted offices and/or work spaces could be constructed along at least one wall of this room. The spatial proximity of these offices or work areas to primary areas of activity within the library must, of course, be considered and must be formulated and approved by the staff expected to utilize them.

2. Main Level

a. New Books Area

Numerous alternative uses may be suggested for this area located on the main floor adjacent to the entrance. The "circulation" function could be relocated to a counter in the existing new books area near the main door. Entrance and exit doors could be interchanged to channel all outgoing traffic past the circulation desk for checkout and inspection. Frontal counter length would be reduced, allowing reserved books to be housed in this more spacious area behind the new circulation desk. Also, elimination of the upstairs student lounge area should somewhat reduce the noise levels in the lobby area.

b. Circulation Island

Alternatively to (a) above, a small, single-purpose circulation island may be located between the entry and exit doors to facilitate the check-in and check-out process and inspection functions. The comfort of workers must be considered here, especially with regard to heat and cold in this location.

c. Receiving and Cataloging Areas

The author is unable to give concrete proposals for better space utilization within either receiving or cataloging areas. Individuals experienced in current library practices ought to be consulted regarding suggestions for better or more appropriate and functional use of these areas.

In concluding this section dealing with space utilization, it is assumed that the Sloan Gallery art collection will occupy its present floor space and storage facility; otherwise, added options would be available. Another consideration which affects available space is the library's function as a depository for state and federal government documents and maps. While not under consideration by this part of the study committee and while implying no negative connotation, it appears that these functions must be shown to be beneficial to the university community in order to justify the space dedicated to their storage and use.

All of the foregoing suggestions affect primarily the personnel who work daily in the library. Their needs and the needs of the library user are of overriding importance. It is further suggested

that any far-reaching changes be implemented under the direction of a new Director of University Libraries who would, presumably, operate in a streamlined facility for many years to come.

C. Lighting

At the outset it is only fair to state that the topic of lighting is a "complicated and sometimes controversial matter whether approached as an engineering problem, a question of aesthetics, or a way of serving the Library's readers."[5] The following cartoon depicts this conflict very well.

Aspects of lighting include quality (light source, glare, contrast), aesthetics (architectural appeal), intensity (illumination as measured on reading surfaces), and cost (installation, maintenance, utility costs).

Lighting and electrical problems within the library are varied, but by no means universal. Both levels of the new addition to the

library boast adequate and uniform illumination from recessed fluorescent lighting fixtures. Many older areas of the library suffer from lighting deficiencies as cited below.

1. Lower Level North Wing and Map Depository

Both of these areas suffer from poor illumination, each due to different reasons. Lighting is somewhat temporary in both areas as evidenced by the use of floodlights, bare incandescent light bulbs, and exposed (though not unprotected) conduit.

More specifically, within the map depository, the light intensity varies from 20 ft.-candles directly beneath a light bulb to 8 ft.-candles between fixtures. Intensities as low as 3 ft.-candles were recorded in and around the map storage bins.

Within the north wing (science reference books and government documents), the light "quality" suffers most. One hundred fifty (150) watt floodlight clusters illuminate both stacks and work tables. However, due to the somewhat directional characteristics of this type of bulb, the light intensity varies from too bright (glare) to inadequate illumination. Readings varies from 10 to 35 ft.-candles on the opposite ends of one 10-foot table. Illumination levels varied from 2 to 40 ft.-candles within the shelving area.

2. Lower and Upper Level Stacks--New Wing

In contrast to the preceding and following sections, these two areas are judged (by staff questioned and by questionnaire respondents) as providing good lighting and are discussed next.

Illumination measurements taken at night in the lower level

areas gave an average intensity of 63 ft.-candles in the desk areas and 14 to 20 ft.-candles in the stacks. Upper level lighting, of course, is higher during the daylight hours due to windows and lower during the evening due to a high ceiling. Upstairs light intensity readings range between 40 and 50 ft.-candles, with about 60 per cent of the light fixtures in operation in order to conserve energy.

3. Periodical Room and Reference Room

These two similar rooms are illuminated by recessed, reflective incandescent light fixtures. Illumination varies from 30 ft.-candles immediately beneath a light fixture to 18 ft.-candles at a location equidistant between adjacent fixtures. Many study tables fill these two rooms. Lighting in these rooms was found to range from inadequate to adequate when compared to a recommended intensity of 30 to 50-ft. candles at the reading surface.[7] These rooms are also troubled by dark ceilings during the evening hours, which can give a feeling of "gloom" even in well-lighted areas. Respondents to the questionnaire also cite poor lighting in the main floor reading areas.

4. Circulation Desk, Card Catalog, and Cataloging Office

These areas, with their high ceilings and recessed incandescent fixtures similar to those in the periodical and reference rooms, suffer from lack of adequate lighting where it is most needed, i.e., at the circulation desk where much close, detailed work is performed by library staff for extended periods of time. A minimum of 100 ft.-candles is recommended for this area.[8] Illumination levels of 10 to 50 ft.-

candles in the card catalog area are judged adequate for library users who typically will not spend more than one hour using this facility.

The cataloging office is plagued by great variations in illumination levels, which again are due to similar light fixtures. Illumination levels at the cataloger's desk ranged from 20 ft.-candles at the work surface to 12 ft.-candles at a typewriter located within 2.5 feet of the desk center. Many shadows fill this room. Illumination levels are woefully inadequate for the prolonged, close, detailed work done in this office.[9] Lighting in the old stack area could also be improved by addition of fluorescent fixtures. It is generally recommended[10] that these light fixtures be oriented perpendicular to the shelf rows.

D. Electrical Shortcomings

Two specific problems have been mentioned in the situational analysis and are reiterated here for emphasis.

Circuit breakers are used to switch lights on and off in the reference and periodical rooms. These circuit breakers have been and will continue to be subject to high failure rates when utilized in this manner. It is also reported that long turn-around times often occur before needed repairs are made. The result is no lighting for extended periods of time.

Burn-out of incandescent bulbs in high ceiling areas is particularly bothersome because the result is a great, localized drop in illumination. Extensive time between bulb burn-out and subsequent bulb replacement was cause for complaint for at least one questionnaire respondent.

B. Suggestions for Resolving Lighting Electrical Weaknesses

1. Lower Level North Wing and Map Depository

Lighting within these areas ought to be upgraded. Fluorescent light fixtures seem to provide the most uniform lighting and to satisfy the most users. They also operate more efficiently when comparing the amount of illumination provided for each watt of power consumed.

Light switches in these areas should be located centrally and should provide control for strategically located lighting, thereby permitting further efficiencies of operation during periods of low utilization. Rather than doing work twice, perhaps a finished ceiling ought to be completed simultaneously.

2. New Wing--Lower and Upper Level

This lighting is judged adequate. No revisions are suggested.

3. Periodical and Reference Rooms

Recommendations for improvements in this high (public) visibility area of the library are not meant as "the" definitive solution. Rather, ideas are given to suggest that alternatives do exist.

Again, the uniform illumination of fluorescent fixtures is an apparent consideration. Fluorescent lighting could illuminate the ceiling itself to overcome the "gloom" of present lighting. Alternatively, some indirect (upward-directed) reflective lighting may be appropriate combined with a bright-white coat of ceiling paint. Light colored curtains drawn shut each evening would brighten large window-wall areas which otherwise appear very dark. However, reflectivity from curtain material would be minimal.

As a very important adjunct to the above discussion relating to fluorescent lighting, it is worthy to note that Mercury Vapor High Intensity Discharge lighting fixtures (and other Multi-Vapor type lights) actually provide more light output per watt of power consumed than do fluorescent fixtures. These light fixtures may be recessed as is the existing incandescent lighting; however, spacing between fixtures is critical to avoid undesirable shadows. Mercury Vapor lighting has a "limited" disadvantage due to the fact that these fixtures require three to four minutes to develop full brilliance. When seated in a room with this type of fixture at the new Urschel Hall, some glare from a work surface due to the brilliance of these lights and also some shadows were noticed. Appendix J provides data for evaluating various forms of lighting.

4. Circulation Desk, Card Catalog, and Cataloging Office

To repeat, poor lighting is a matter of judgment, and while the average users of the card catalog will adequately survive their short stay in this location, workers present for several hours may feel the effects of eye fatigue.

Some attractive form of track lighting may be used effectively in a highly localized area such as the circulation desk. On the other hand, because of the nature and length of the work performed, the cataloging room should immediately be wired to accommodate adequate lighting of 100 to 150 ft.-candles as recommended by reference sources.[11] Use of fluorescent or alternative fixtures in this or in other interior office spaces would not detract from the

architectural beauty of the building, since these areas are relatively isolated from outside viewing.

5. Circuit Breakers

All circuit breaker panels noted herein should be augmented (not replaced) by common industrial duty, silent operating light switches. An ideal solution would be to centralize all light switches in a single control panel with two-way switches located both at the control panel and on site. However, this solution would seem rather extravagant.

In conclusion, recall that lighting is a highly subjective matter and that the human eye is capable of adjusting to many varied conditions. Eye strain or fatigue, however, will result when working in poor lighting for extended periods of time. Any lighting changes which may result from this study ought to be planned by a professional lighting consultant. Costs involved in electrical changes warrant doing the job right.

F. Acoustics

The problem of excessive noise, particularly noise from the card catalog and lounge areas, permeating the entire first floor[12] is fairly common knowledge for any regular library user. Sound level readings were taken in all major areas of the library at 8:45 P.M. on Wednesday, January 20, 1980. In all areas except one, the sound level readings varied between 34 and 45 db-A, which is very respectable for a library facility (see Figure 1). The one exception noted was a reading of 56 db-A recorded in the unoccupied map depository,

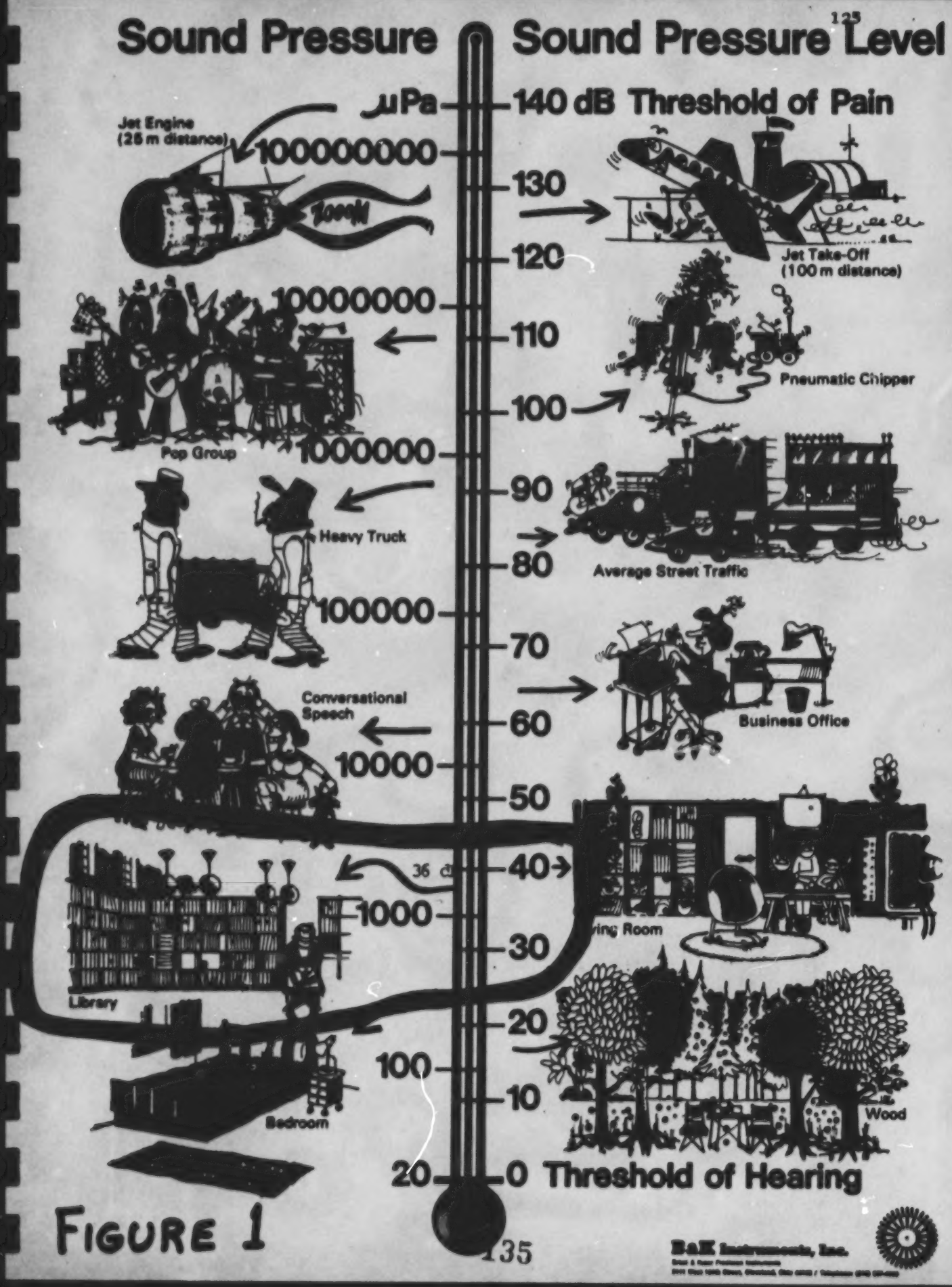

FIGURE 1

B&K Instruments, Inc.

where a noisy fan within an overhead heating unit contributed all the sound. The aforementioned low noise level readings must be attributed in large part to the very low student attendance in all areas of the building on the date in question. The author has experienced numerous "noisy" days and evenings at the library. However, because no sound measurement equipment was available on these occasions, no sound level readings were taken. At least five respondents to the questionnaire indicated that noise levels were excessive in all areas adjacent to the main lobby.

Sound does travel well within the library building due to hard surfaces (walls and floors) and wide corridors connecting various areas of the library.

G. Suggestions Related to Acoustics Problems

Since most of the sound originates in the card catalog, main level lounge, and lower level lounge areas, and since these sound levels may be assumed to persist, it seems most feasible to absorb part of the sound within these areas and to reduce the amount of sound transmitted from these areas.

Absorption of sound may be accomplished by carpeting the entire card catalog and lobby areas. This carpeting would be expensive and subject to wear in the most heavily traveled parts of the building. Draperies would be ineffective sound absorbers because there are few windows in these areas. Alternatively, all large, open rooms on the main floor could be carpeted (reference, periodical, and new wing).

Reduced transmission of noise into adjacent areas of the

building could be accomplished by more effective use of doors. Where doors do exist between the main lobby and either reference or periodical rooms and stacks, they are almost universally unused because of their large size. While these 47-inch doors (7 ft.10 in. total width) have great architectural appeal, their size renders them useless except for possible "barricades." It is strongly suggested that these doors be replaced with standard size doors and the remaining corridor area be attractively enclosed. Figure 2, A and B, compares existing door sizes with a proposed door arrangement utilizing smaller more usable doors.

In areas where doors do not separate high noise level areas from remaining areas of the library, doors ought to be installed. These doors must be "usable" and must not interfere with the heat distribution system, or their installation would be ill-advised.

H. Heating and Cooling

No complaints regarding the cooling of the library were voiced during staff interviews. On the other hand, numerous complaints of uncomfortably cold work spaces during the heating season were voiced. It should be noted that these complaints pre-date current heating curtailments directed toward energy savings. Spaces reported as particularly cold include the book receiving room and the director's office, both with large windows, and the instructional materials center located on the lower level. Thirteen student and faculty responses to the Needs Survey complained of cold temperatures in the library building.

Once notified, the physical plant department is able to adjust

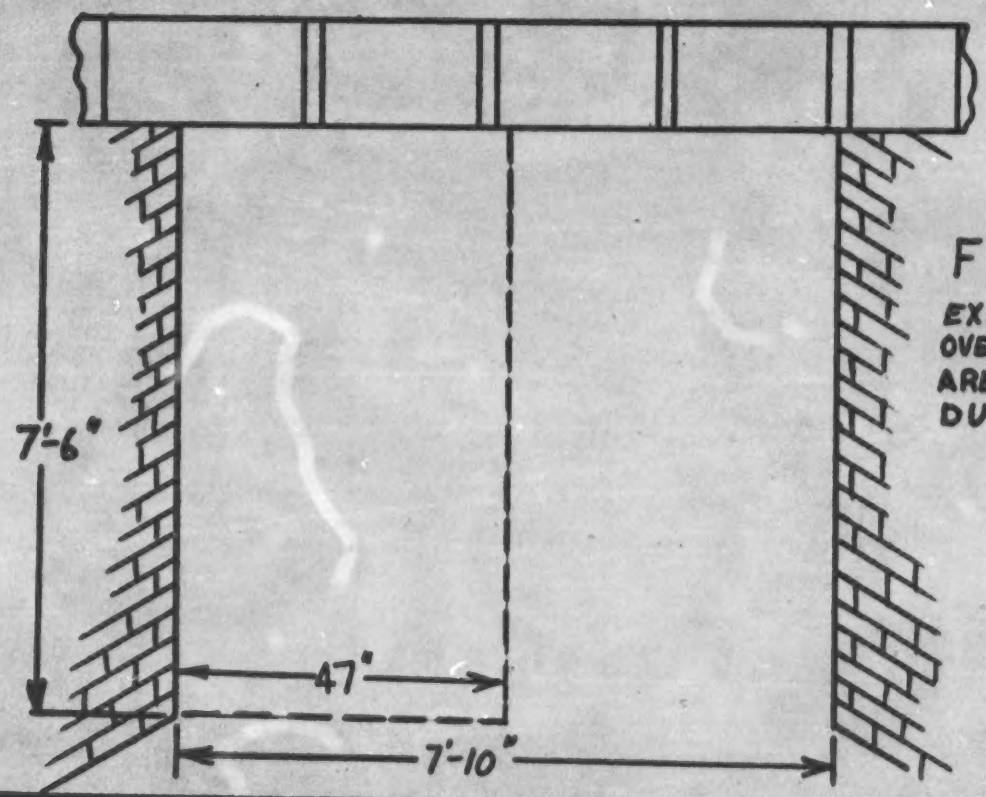

FIG. A
EXISTING OVERSIZE DOORS ARE UNUSED DUE TO SIZE.

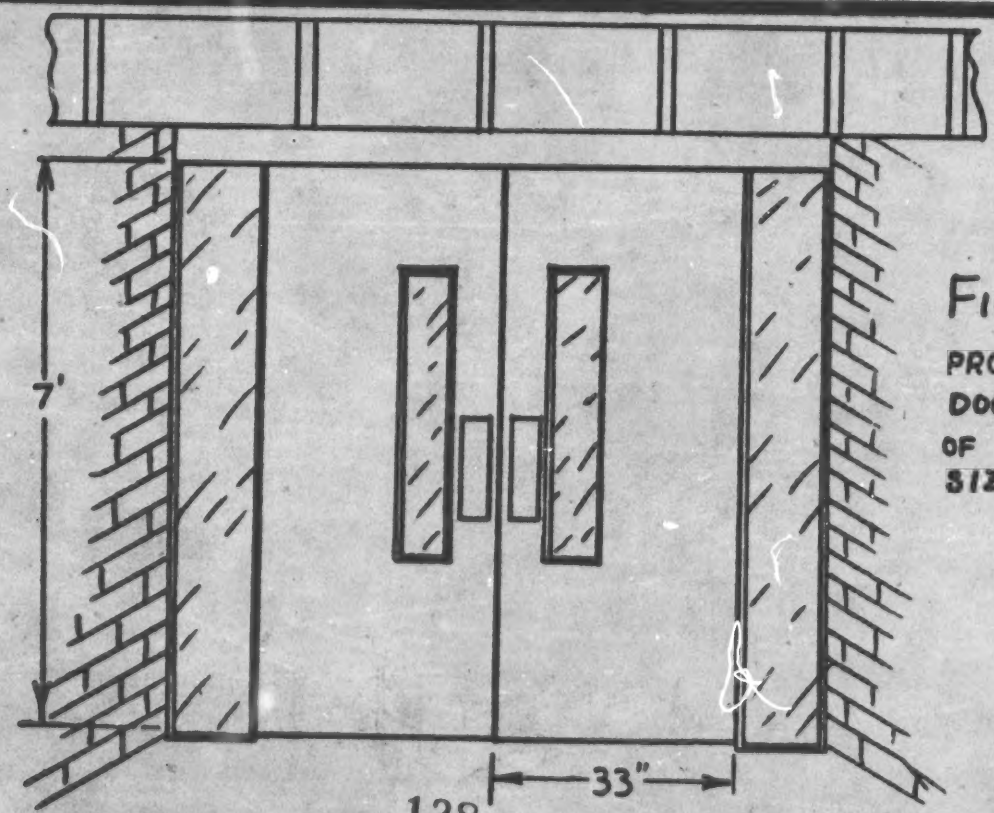

FIG. B
PROPOSED DOORS ARE OF REASONABLE SIZE.

FIGURE 2 - USABLE DOORS TO REDUCE NOISE TRANSMISSION.

heat distribution equipment to reduce discomfort. Evidently special consultants are currently working to resolve heating problems.

I. Suggestions Related to Heating

1. Instruct library personnel in how to adjust the heating controls themselves.

2. Since (1) may not be acceptable to physical plant personnel, a reduction in time between the requested heating system adjustment and the fulfillment of the work request ought to be accomplished.

3. The library building, with its large expanse of glass windows, is very thermally inefficient (i.e., an energy waster with resultant cooling of internal spaces). A great energy savings could be achieved by the installation of double-glazed windows on these large window-walls. However, retrofitting of existing windows with additional glazing is an extremely costly procedure and the appropriate payback computations should be performed.

J. Miscellaneous Equipment Needs

1. Circulation Desk

The cabinetry which constitutes the circulation desk should be rearranged to locate the "book return chute" directly opposite the main entrance. This very useful book drop-off chute for library users and staff alike has gradually become hidden from view as the card catalog has expanded in front of it. Since the two sections of cabinet hardware affected are the same size, an interchange ought to be reasonably feasible.

2. Color Coded Book Carts

Several, perhaps nine (9), of these carts should be located at strategic locations throughout the library (e.g., adjacent to copy machines). These carts would serve as designated locations where library users would place books for subsequent reshelving by the library staff. Carts used in such a manner would provide centralized locations for books (not to be reshelved by amateurs, anyway) and would eliminate double handling of books by staff. They would also reduce the search area for other library users who cannot locate texts in their proper shelf areas.

3. On-Line Facility for Searching Automated Data Bases

Equipment required to perform the automated searching procedure is a simple, stand-alone, portable data terminal. This equipment performs bibliographic literature searches based upon "key words" supplied by the user. It will function equally well for both the liberal studies and the science user, depending upon the data bases which are subscribed to. A proposal for this equipment, drafted by John Lekpke, is included in Appendix K. The net first year cost is estimated at either $5,480 or $3,180, depending upon the options selected. The elimination of "introductory training" is not suggested. The valuable service provided by this equipment must, however, be supported by a highly successful interlibrary loan service.

4. Individual or Group Study Space at Tables or Individual Stations

Questionnaire results indicate that the library does not

successfully provide an adequate number of individual study stations. The success quotient is even less when responses relative to provision of group study areas are considered. Whether this is an ongoing or seasonal (exam week) concern cannot be determined from the survey.

5. Audio-Visual Study Facilities

These facilities should be suited for both individual and group instruction. Equipment would include video-tape playback capabilities, slide/audio tape, and film strip/audio tape facilities. Expenditure for equipment must be matched by student required utilization of same. And, of course, the development of educational program materials ultimately rests with the faculty, which opens a whole new area for support.

At present, the faculty of the College of Nursing would find such facilities useful to their students. The questionnaire indicates that audio-visual facilities needs are not being met. However, few specific instances were cited except for camera and tape recorder loans.

5. Computerized Circulation System

A proposal circa 1977-78 (see Appendix L) to replace manual circulation functions with a computerized system is feasible. In fact, this could be handled on a batch basis by making use of the university's non-academic computer facility. The cost of such a system, however, would be difficult to justify in light of the benefits expected.

IV. Priority Ranking of Needs

A. Provide adequate work space for library staff

B. Refine lighting systems

   1. Cataloging office

   2. Circulation desk

   3. Reference and periodical rooms

   4. Lower level north wing and map depository

   5. Stack areas—old building

C. Adjust heating system for seasonal changes

D. Regulate acoustics

   1. Doors and partitions

   2. Carpeting

E. Augment circuit breakers by light switches

F. Add ancillary equipment

   1. Color coded book carts

   2. Automated searching of data bases

   3. Microfiche readers in periodical area or elsewhere

   4. Book return chute relocated at circulation desk

   5. Auto-tutorial study facilities expanded

   6. Circulation system computerized (low priority)

References

[1]"Standards for College Libraries," College and Research Libraries News, XXVI, No. 9 (October 1975), 276-301.

[2]Situational Analysis of Valparaiso University, prepared for the 1979-80 Study of Moellering Library, Second Draft, November 13, 1979.

[3]E. Johnson and W. Kosman, Moellering Library Profile, prepared for the 1979-80 Study of Moellering Library; E. Barbara Markuson, "Cooperation and Library Network Development," College and Research Libraries News (March 1979), pp. 125-35; Herbert Poole, ed., Academic Libraries by the Year 2000 (London: R. R. Bowker Co., 1977).

[4]Markuson; Poole.

[5]Keyes D. Metcalf, Planning Academic and Research Library Buildings (New York: McGraw-Hill Book Co., 1965).

[6]Ibid. [7]Ibid.

[8]User manual of "Foot Candle Recommendations" provided with General Electric Light Intensity meter.

[9]Ibid.

[10]Metcalf.

[11]User manual.

[12]Johnson and Kosman.

FACILITIES AND EQUIPMENT/INVENTORY

Survey of Existing Facilities--strengths and weaknesses

I. Main Floor

Circulation desk

Card catalog

Browsing area

Sloan Gallery

Cataloging rooms

2 Xerox copiers

Reference room
Seating 175
4 Microfiche machines

Stacks
Seating 110
4 Private carrels

II. Second Floor

Stacks
Study tables seating 50

III. Lower Level

1 Xerox copier

Staff lounge

Archives--will outgrow existing space in a few years

Seminar Room 3 Capacity 30	Used for classes, meetings, workshops. Too small to meet all needs. Needs room-darkening shades for heavy A-V utilization.
Music Library Room 4 Capacity 15	Should be moved to larger area where books, musical scores, phonograph records, tape cassettes, listening positions could be brought together.

Instructional Materials Center Room 5	Crowded to capacity. Poor location for access and transport of A-V equipment by faculty and students. Lacks private area for director to work in quiet or conduct meetings, consultations.
Rare Books Room 6	
Developmental Reading Laboratories Rooms 7-8 Microform Room 9	Utilizes valuable space. This is questionable use of library space. Space will not handle expanded utilization in future. Additional microfiche printing capability needed. 5 microfilm machines (4 readers, 1 printer) 4 microfiche machines (3 readers, 1 printer--very old, worn)
Government Documents Office	
Computer Room	
Browsing area	
Sloan Art Gallery Office	
Stacks Seating 85 15 Private carrels	
Unfinished area	Large area below reference room. Used presently for storage and temporary office space.

IV. General

Heating	Distribution uneven; inadequate in lower level
Air conditioning	Distribution often uneven
Lighting	Entire system is highly inefficient in terms of energy conservation
Space	Additional meeting room space a serious need, for small and large groups, classes using library facilities, workshops, meetings, etc.

TECHNICAL SERVICES

Function of Technical Services

The major functions of technical services are to (1) acquire materials, (2) prepare them for access by the public, and (3) maintain bibliographic records.

Current Situation

Ordering

After the director checks the orders and assigns fund numbers, one of the support staff checks our card catalog for duplications and Books in Print for proper ordering information and then types up the orders. The orders then are separated, filed, and sent to the business office.

Processing

When the materials are received, they are checked in by one of the support staff. The cataloger and a support staff member catalog the materials with the aid of the National Union Catalog sets and the OCLC (Ohio College Library Center) computer terminal, which provides a comprehensive data base and is used both for the searching of bibliographic material and for ordering computer-generated catalog cards. Computer use has greatly reduced handling time over the previous system of searching in the NUC catalogs, photographing, and xeroxing cards. Materials are readied for shelving (book cards, pockets, and labels) by two of the support staff.

Bibliographic Records

The computer-generated catalog cards are received, sorted, and filed by the support staff in their proper places (shelf list, author-title file, subject file, and authority file). An acquisition number record is also kept, plus other statistical records.

Strengths and Weaknesses

Accuracy

Accuracy in the work of technical services is important in that it saves both time and money. For example, checking the card file in order to avoid duplication saves the time and expense of returning a duplicate book. Accuracy in the keeping and filing of bibliographic records saves time and aggravation. The cataloger and the support staff do an admirable job regarding accuracy.

Speed

Some of the comments on the Library Survey criticized the slowness of arrival of books ordered. This is a problem which probably cannot be remedied at the present time. An inquiry into the average time for each step of the process revealed the following time sequence:

Ordering	1 week
Receiving books from suppliers	8 weeks
Cataloging and receiving cards	2 weeks
Readying for shelving	1 week
Total	12 weeks

Costs

An examination of the costs per unit and a comparison of previous costs is not available. However, the director feels that our costs for technical services are comparable to or lower than other academic libraries of our size.

Recommendations

The main problem of the speed of acquiring and processing materials may be viewed in two ways. First, an analysis of the average time needed may reveal ways of shortening some steps. The staff person who processes orders works twenty hours per week. An increase in hours and/or personnel may or may not speed the process. A record of the book suppliers and how fast they fill our orders may show that one supplier is faster than another. One step in speeding the cataloing step would be to order the catalog cards through OCLC at the same time that the order is placed, although this would result in the lowering of accuracy if books would not come or would be different from the sketchy information found in Books in Print. Secondly, OCLC is in the process of developing an on-line acquisitions program. When this becomes operational, a study should be conducted as to whether or not it would be a feasible and cost-efficient method of speeding the ordering of books.

LIBRARY PERSONNEL

Since the beginning of colleges, libraries have been considered an essential part of advanced learning. Their role has always been to provide access to the human records needed by members of the higher education community for the successful pursuit of academic programs. Total fulfillment of this role has never been and probably never will be attained. Libraries can therefore be judged only by the degree to which they approach this ideal.

Standards for College Libraries do not prescribe this unattainable ideal. They, on the other hand, describe a set of conditions which, if attained, would provide an adequate library program in a college or university. They are intended to apply to libraries at institutions granting the bachelor's and master's degrees and may be applied to libraries serving large universities which grant the doctoral degree if fewer than ten such degrees are granted per year.

A.C.R.L. standards concerning size of library staff are as follows:

> The library staff shall be of adequate size and quality to meet agreed upon objectives.
>
> 4.1. The staff shall comprise qualified librarians, skilled supportive personnel, and part-time assistants serving on an hourly basis.
>
> 4.2. The marks of a librarian shall include a graduate library degree from an ALA accredited program, responsibility for duties of a professional nature, and participation in professional library affairs beyond the local campus.

4.2.1 The librarians of a college shall be organized as an academic department--or, in the case of a university, as a school--and shall administer themselves in accord with ACRL "Standards for Faculty Status for College and University Librarians."

4.3. The number of librarians required shall be determined by a formula (Formula B) which takes into account the enrollment of the college and the size and growth rate of the collections.

4.3.1 There shall be an appropriate balance of effort among librarians, supportive staff and part-time assistants, so that every staff member is employed as nearly as possible commensurate with his library training, experience and capability.

4.4. Library policies and procedures concerning staff shall be in accord with sound personnel management practice.[1]

The size of a university library's staff is determined by many factors, including the number of physically separate library units, the number of service points requiring staff, the number of service hours provided, the number and special characteristics of items processed annually, the nature and quality of the processing to which they are subjected, the size of the collections, and the rate of circulation of the library materials. Inter-institutional co-operative arrangements may also affect staff size.

A college or university library should have on its staff a variety of personnel including professional librarians, clerical personnel, and student assistants. The librarians should perform the core academic functions of the library--collection development, reference and information service, and substantive activities related to bibliographic control of materials. All categories of personnel should have

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[1]"Standards for College Libraries," College and Research Libraries News, XXVI (October 1975), 276-301.

appropriate education and experience, including, when necessary, graduate or professional degrees in their particular specialties. The recognized terminal degree for librarians is the Master's degree from an A.L.A. accredited library school program. The deployment of personnel within a specific university or college library is related to the range of operations and services provided by that library and to its total workload requirements.

According to A.C.R.L. standards Valparaiso University should have a minimum of eleven full-time professional librarians. This figure is based on A.C.R.L.'s Formula B, which states that one professional librarian should be on the library staff for each 500 or fraction thereof of FTE students up to 10,000. The formula also states that for each 100,000 volumes or fraction thereof in the collection there should be one librarian and for each 5,000 volumes or fraction thereof added per year there should be one librarian.[2]

Current Situation--Moellering Library

At present the staff of Moellering Library consists of four full-time professional librarians plus the director, one part-time professional librarian, two para-professionals, and a clerical support staff of ten. In addition, sixty-one student aide assistants are employed by the library. Of these, forty are assigned jobs as pages at the circulation desk, six are assigned typing and filing activities in the government documents depository, and three work in technical services.

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[2]Student enrollment is 3,700 divided by 500--7 librarians.
Collection of 200,000 volumes--2 librarians
Additions of 6,000 volumes per year--2 librarians

The professional staff of Moellering Library is well-rounded in terms of background and experience. Three of the five professional librarians have second master's degrees in subject areas--music, theology, and geography. All have completed additional graduate work in their subject field.

Comparing the size of the professional staff at Moellering Library with that of libraries of universities close to Valparaiso, it was discovered that in Indiana, Valparaiso does compare favorably with Butler University. However, Valparaiso's librarians are fewer in number than at either DePauw University or at the University of Evansville.

Recommendations for Additional Staff

As a result of interviews with the Director of Libraries and with each department head--Reference, Serials, Documents, Technical Processing, Circulation--the following recommendations are made with regard to each division of the library:

Director of Libraries

The Director of Libraries feels that the general professional staffing of the library is inadequate for the following reasons: (1) there is little room for flexibility in terms of vacation time for professional librarians since each vacation reduces by one-fifth the coverage by professionals; (2) since it is absolutely necessary that a professional librarian be on duty during the evening hours and on Sundays, coverage during the week is consequently reduced by one-half and by one day when the librarian takes compensatory time. Thus the

service rendered to patrons must suffer. Sabbatical leaves for the professional staff holding the rank of Associate Professor appear remote since the staff is already minimal. Ideally, a minimum of four additional professional librarians should be added to the Moellering staff.

The director also feels the need for additional clerical support for his office. At the present time the library secretary functions as a general office manager and as Professor Johnson's personal secretary. Due to the heavy demands on the library secretary for general work--xerox machine, staff problems, etc.--the director has in essence no secretarial assistance. It is therefore recommended that additional full-time clerical help be obtained for the office of the director.

Reference-Circulation Department

The circulation department head feels the need for additional full-time clerical assistance. At the present time clerical help is present at the circulation desk only during the morning hours.

The reference department also has need for full-time clerical assistance. At the present time the reference librarian has to spend far too much time on non-professional, menial tasks which subtract valuable hours from the time he is able to give to his primary responsibility for providing reference service to library patrons.

Serials Department

The serials department strongly feels the need for additional full-time clerical support. The one current clerical position has a

person scheduled for thirty hours per week. The difficulty arises in that this person is often not available when needed due to outside commitments.

The serials department generates a large volume of correspondence with publishers, vendors, duplicate exchange, etc. At the present time the serials librarian must use much of her time in performing clerical tasks--i.e., checking in periodicals, searching for missing issues of periodicals, etc. This is a waste of professional ability.

Government Documents Department

As with the other departments of the library, the documents-science department is understaffed in terms of clerical assistance. The present clerical staff does an admirable job, but the staff is too limited in number for effective maintenance of the collection. At the present time, the clerical support consists of one part-time clerk (20 hours per week), a part-time assistant shared with acquisitions and accounting, a volunteer assistant in the map library, and six part-time student aides. Standards set by the Depository Library Council to the Public Printer recommend three full-time support staff to each professional librarian. It is therefore recommended that a minimum of one additional full-time clerical employee be hired to aid in the documents department.

Technical Processing Department

The technical processing department feels that there is no need in the foreseeable future for additional professional or support staff.

Summary of Priorities

Since it will be necessary to increase the full-time professional and clerical staff at Moellering Library, it would appear that the priority listing of additions should be as follows:

1. A minimum of four additional full-time professional librarians.
2. One additional full-time support staff for the Office of the Director.
3. One full-time clerical support person to be divided between reference and circulation.
4. One additional clerical person for government documents to bring the department's staff closer to minimum standards as set forth by the Superintendent of Documents.
5. One additional full-time clerical person for the serials department.

Monetary cost to the university for the additional clerical personnel would be approximately $31,200 at a pay rate of $3.75 per hour.

DELIVERY OF PUBLIC SERVICES

Fity-one needs were identified for improvement of Moellering Library's delivery of service to the public. These were gathered from the survey instrument's subjective comments and statistical analysis, and from the analyses of this sub-task force.

The needs are presented here in four priority groups: high (I), intermediate (II), low (III), and superficial (IV).

Within each priority group, the needs are grouped according to eight types of service:

A. Periodial availability

B. Staff service

C. Interlibrary loan service

D. Reference, assistance, orientation, guidance, and instruction services

E. Indexes and catalogs

F. Circulation services

G. Building and equipment accomodations

H. Collections

Some priority of need is indicated also in this arrangement of types of services.

Actions by which the needs might be satisfied are indicated under each need. It is acknowledged that a factor influencing the assignment of priorities was an assumption of the feasibility of a solution being supplied.

It should be noted that this summary tabular report makes no mention of the successful deliveries of public service nor of the expressions of satisfaction for services received.

I. High Priority Needs
   A. Periodical availability
      1. Label shelves for display of current periodicals
      2. Improve availability of periodicals
         a. Make AV guide on IL capabilities, procedures, and limitations
         b. Establish and publicize schedules for returns from binder
         c. Negotiate new contract with bindery
         d. Get firm schedule from bindery
         e. Alter our binding schedule to recess times
         f. Compile list of libraries known to hold periodicals in our collection
         g. Telephone or TWX IL requests to known holding libraries
         h. Purchase duplicate subscriptions

   B. Staff service
      1. Increase librarians' service
         a. Add one more librarian to the staff forthwith
         b. Restructure librarians' responsibilities to capitalize upon particular skills, training, and experience
         c. Provide clerical and secretarial personnel to assist librarians in order that their particular professional skills and training may be more available

      2. Improve training of staff and differentiate responsibilities
         a. Designate a librarian as staff trainer
         b. Develop training programs for classes, for individuals, and via AV
         c. Develop a training schedule for each staff person
         d. Departmentalize more clearly
         e. Rationalize functions of each staff member
         f. Publicize who is skilled in what, and their times of duty
         g. Develop and publish a staff manual
         h. Publish a new Handbook for student aides

I. High Priority Needs--continued
   D. References, assistance, orientation, guidance, and instruction service
      1. Create more awareness of Moellering's holdings, services, organization, and functions
         a. Cf. I,B,1,a-c
         b. Develop bibliographic instruction, especially course-related
         c. Develop bibliographic "Pathfinders"
         d. Develop a functional library advisory committee, representing all segments of the University community
         e. Cultivate closer liaison between librarians and classroom instructors
         f. Provide "Library Assistance" desk with more obvious systematic coverage
         g. Provide more signs and AV guides
         h. Provide staff training programs
         i. Develop displays which feature various types of library material
         j. Develop Torch column
         k. Develop WVUR programs

      2. Improve signing and guides
         a. Make signs
         b. Make guides
         c. Establish an electronic question-and-answer board, with map, in the lobby
         d. Establish and display prominently a rack with a variety of printed hand-out guides, and designate a staff member to keep it supplied
         e. Label each room prominently, in a standard format, identifying its contents
         f. Use color coding, numbers, letters
         g. Establish a suggestion/complaint box, and publicize responses to items which are deposited therein

      3. Improve accessibility of competent staff for library assistance
         a. Increase the number of staff librarians and clerical personnel who can free librarians to be available for professional services
         b. Establish a prominent duty location, with work space, for an "Assistance Librarian"
         c. Maintain a schedule for staffing that location
         d. Provide clerks with continuous, progressive training
         e. Establish a gallery of snapshots of all staff members, identifying each by name and principal function

      4. Provide assistance in using government documents
         a. Cf. I,D,3,a-d
         b. Develop AV guides

I. High Priority Needs--continued
   B. Indexes and Catalogs
      1. Provide on-line access to computerized data bases
         a. Send 1 or 2 librarians for training in Chicago (1½ days at $65.00 each)
         b. Adapt GE "TermiNet 200" printing terminal in cataloging department for accessing the computerized data bases
         c. Purchase manuals for bases which are more likely to be used here ($150)
         d. Devise formulas for paying for TYMNET telephone charges, computer connect time, and printouts
         e. Publicize available access
         f. Subsidize some demonstration searches

   G. Building and Equipment Accomodations
      1. Install a public suggestion box
         a. Determine location for optimum accessibility
         b. Procure box, with lock
         c. Install box
         d. designate staff person to clear it regularly, process suggestions, and publicize responses
      2. Provide more light
         a. Plan and provide, in consultation with appropriate University administrators
      3. Provide more heat
         a. Plan and provide, in consultation with appropriate University administrators
      4. Provide more space in microforms room
         a. Expand or relocate microforms room
      5. Provide additional reader/copiers for microforms
         a. Purchase on additional microfilm reader/printer
         b. Purchase one additional (dry process) microfiche reader/printer (both new reader/printers will expand service capacity AND give greater assurance of back-up capacity when a machine is out of order)
         c. Equip all reader/printers with change-making devices
      6. Reduce noise, conversation, and visiting
         a. Designate and publicize group study rooms
         b. Replace and augment large tables with carrells
         c. Remind staff to invite persons engaging in conversation to use group study rooms and lounge areas
         d. Install carpeting
      7. Provide weekend access to computer terminals
         a. Plan and provide access, in consultation with appropriate University administrators

   H. Collections
      1. Develop periodical collection
      2. Develop book collections, especially in Music and Business Administration

II. Intermediate Priority Needs

A. Periodical Availability

1. Reduce periodicals mutilation
   a. Increase microform holdings of periodicals
   b. Apply the University's honor code to the library, and publicize it

B. Staff Service

1. More librarians' service
   a. Add a seventh librarian to the staff
   b. Redesign job descriptions

C. Interlibrary Loan Service

1. Accelerate and improve interlibrary loan service
   a. Cf. I,A,2,a,b,f,g

D. Reference, Assistance, Orientation, Guidance, and Instruction Service

1. Simplify and clarify the organization of collections in the reference room
   a. Prepare, publish, and distribute a guide sheet to reference room shelving
   b. Shelve all reference room items in one alphabetic sequence
   c. Survey reference room users to determine their needs, their patterns of approach, their desires for arrangement

2. Provide library orientation for incoming students
   a. Explore the possibility with orientation week planners
   b. Provide a clear time for it in orientation week
   c. Make it available, on a voluntary basis
   d. Explore the possibility with departments receiving large numbers of freshmen
   e. Provide it in close co-operation with classroom instructors

3. Improve guides and training in standard cataloging rules
   a. Prepare a sheet for free distribution introducing and summarizing the rules
   b. Prepare other AV guides to the catalogs
   c. Provide library instruction to classes, in close co-operation with classroom instructors

4. Improve and expedite on-line access to computerized data bases
   a. Purchase a computer terminal for reference room
   b. Cf. I,E,1,c-f

II. Intermediate Priority Needs--continued
F. Circulation Services
1. Improve accuracy and speed of the circulation records system
a. Automate it
b. Mechanize it
c. Intensify exploration of INCOLSA's "Project CIRC" and networking opportunities available with Michigan City Public Library and Valparaiso/Porter County Public Library

2. Improve security of reserved items and speed their retrieval
a. Lock reserve shelves section
b. Rearrange/relocate circulation desk to accommodate the reserve collection

3. Improve speed and accuracy of shelving
a. Establish a daily schedule for sweeping and reshelving with supervision and follow-up verification
b. Eliminate dump shelves and acquire dump trucks to take their place (minimum of 9 required at about $100 each)
c. Post and publicize request for return of unshelved books to dump trucks
d. Appoint and train a clerk to manage the stacks and to train and supervise the reshelvers and their shelf readers
e. Develop a program for systematic taking of inventory and designate and train personnel for it

4. Improve accessibility to materials
a. Develop and apply due dates for all borrowers
b. Eliminate open-ended borrowing by faculty
c. Eliminate borrowings by faculty family members as if for faculty use
d. Provide each borrower with an identification card
e. Apply the present semester-borrowing privilage for all faculty members (cf. Faculty Handbook: 4:901)
f. Accept telephone renewals of borrowed books
g. Change the schedule of fines to provide a longer grace period, higher fines levied by weeks, and fines payable by all borrowers
h. Arrange reference room books by classification

G. Building and Equipment Accommodations
1. Improve accessibility of light switches
a. Revise light control system, with more fixtures on fewer switches (e.g., lights in north wing stacks, on all three levels, would helpfully be on a single switch)

II. Intermediate Priority Needs--continued
G. Building and Equipment Accommodations--continued
2. Provide more photocopy machines
a. Determine where they're needed
b. Get them there
c. Establish systematic checking of the machines to assure ample supply of paper and change at all times
d. Provide priority access to the machines for spontaneous use, distinguishing particularly between members of the University community and outsiders

3. Increase study areas
a. Weed collection
b. Build additions to the building
c. Replace tables with carrells
d. Convert/acquire more holdings in microforms
e. Improve illumination
f. Convert two-shelf stacks to full-height vertical stacks
g. Convert dump shelves to permanent shelving by providing dump trucks

III. Low Priority Needs
A. Periodical Availability
1. Retain and file newspapers
a. Determine most important (needed) newspapers
b. Purchase microfilm of them
c. Subscribe to Newspaper Index positions of them
d. Compile list of libraries holding back files of those newspapers
e. Seek desired articles via interlibrary loan

B. Staff Service
1. Staff interlibrary loan desk over longer periods of time

D. Reference, Assistance, Orientation, Guidance, and Instruction Service
1. Determine facts on needs, frustrations, and satisfactions of clients
a. Take surveys periodically
b. Install suggestion box
c. Do research on bibliographic instruction which we provide, including pre-testing and post-testing

2. Implement the "development" section of "The Mission of an Undergraduate Library" (model statement)

3. Increase faculty use of the library
a. Develop a library advisory committee
b. Designate librarians as liaison personnel to particular departments
c. Designate "social hours" in the library

III. Low Priority Needs--continued

B. Indexes and Catalogs

1. Provide subject indexes to non-Moellering collections
   a. Prepare AV guide showing how to use LC Subjects catalog and BIP Subject Guide to identify books; use OCLC terminal to isolate books, and target sources with the "DH" command
   b. Keep in touch with OCLC's research into a possible on-line subjects catalog (boolean key-word access is not feasible thus far)

2. Improve availability of shelf list
   a. Prepare AV guide to introduce what the shelf list is, where it is located, how to use it, and invite its use

3. Remedy inaccuracies of card catalog and improve its cross references
   a. Publicize that cataloging department does this continually
   b. Publicize that cataloging department will be glad to make any remedies when specific items are drawn to their attention--subject to standard LC cataloging processes
   c. Cf. II,D,3,a-c

4. Improve indexes to foreign language collections
   a. Provide bibliographic instruction to specific classes, in co-operation with their instructors

5. Show in Law School Library catalog any law books which are in Moellering
   a. Refer to law library //done, 2.21.80//

G. Building and Equipment Accommodations

1. Extend library hours during exam times, registration times, on weekends, during recesses, on special weekends when guests are on campus
   a. Gather hard data for a full year on present use
   b. Install an electronic counter tied to a time recorder at main entrance to the library
   c. Publicize that data
   d. Experiment with extended hours which will be well publicized in advance; gather use data and publicize it

2. Install pay phone in cloak room again
   a. Refer to appropriate University administrators

3. Install an electronic security system to prevent losses
   a. Relocate circulation desk
   b. Purchase the system
   c. Inaugurate it, possibly in conjunction with the installation of an automated, on-line circulation system

III. Low Priority Needs--continued
H. Collections
1. Establish a "rush process" for ordering materials
a. Determine the criteria
b. Establish the process
c. Publicize well the criteria and the system

2. Establish a test file in the library
a. Explore with faculty and administration
b. Determine procedures
c. Establish it
d. Publicize it, including announcement of responsibility required of users

IV. Superficial Priority Needs
E. Indexes and Periodicals
1. Provide indexes on all journals and periodicals
a. Cannot be done presently
b. Provide bibliographic instruction to classes, in collaboration with their instructors, to facilitate use of the indexes which are presently available
c. Inaugurate on-line searching of automated data bases
d. Publicize availability of searches of automated data bases now

2. Place all bound journals in one location, with xerox machines nearby, in an open area where staff are frequently present
a. Explore the implications for service, space, staffing

D. Reference, Assistance, Orientation, Guidance, and Instruction Services
1. Provide an "English grammar room"
a. Refer to Writing Center

Summary Note

Many of the needs and requests would be met if library bibliographic instruction were offered aggressively and provided to classes, in co-operation with their instructors.

Such instruction could be provided readily if (1) the number of librarians were increased, and (2) the time, energies, and skills of the present librarians were allocated to permit their working with

classroom instructors, and to specific preparation of the needed instruction.

A paper titled "A Program of Library Instruction" is found in Appendix M. It is the concluding portion of a bibliographic essay, "Library Instruction: A Junior Hi-Kid." It could be adapted easily for implementation in Valparaiso University.

EVALUATION OF COLLECTION NEEDS

The purpose of this section is to assess the needs of the Moellering Library with respect to its collection. Hence the report will note the current collection policy, evaluate the existing collection, and attempt to identify and rank changes which would create improvement.

Formal written library policy concerning the collection is sadly lacking. This was noted in the "Moellering Library Profile"[1] written for the situational analysis. Since 1969 there has been no existing faculty or University Senate committee which has considered library collection policy. Hence the library has continued to operate on traditional, usually unwritten, policies. The chief policy, of course, would be the purpose of the collection. This purpose has been and still is to support the curriculum of Valparaiso University. But who has the responsibility for collection development? Ultimately, the responsibility is that of the director of libraries. In practice, it is largely the responsibility of the academic departments on campus. Each oversees the collection in its field through a judicious spending of its limited budget. But how are the departmental allocations to be determined? The Board of Directors of Valparaiso University decides on a total library budget based on the recommendations of the director of libraries, the vice-president for academic affairs, and the president of the University. In recent history this total library budget has been constant around 4.6 per cent* of the general and educational

*This figure is determined to be 2.5 per cent in the "Institutional Policy Making" report.

university budget. The American Library Association suggests a minimum of 6 per cent. Lower percentages are known; another comparable university library in Indiana has a budget of only 4.1 per cent. (The authors cannot evaluate the adequacy of this 4.1 per cent.) Once the total figure has been determined the director of libraries distributes the budget to the departments based on the distribution figures which had been in use prior to 1969 when there had been a library committee. Exactly what criteria went into that previously determined distribution pattern are not known. Obviously, further investigation is necessary to understand those criteria, since such an allocation policy strongly affects the balance of the total collection. Other traditional policies affect the collection to a lesser extent. There is no policy on standing orders--the decision is left to the department involved. Duplications in the collection are not recommended. Book orders are routinely checked to avoid accidental duplication. Nevertheless, departments may intentionally duplicate holdings if they deem it to be important for course assignments. As for exchange, Moellering Library does reciprocate with other libraries. There is no set policy on purging books from the collection. However, in the recent past outdated and unused books have been removed. As for gifts, the policy is that most gifts are encouraged and thankfully received. But accepting old personal libraries does have two drawbacks: (1) not all donated volumes are useful to our collection and (2) the donor usually requests an evaluation of the collection's worth. Such evaluations involve uncertainties and these uncertainties create concerns about being legally correct. Obviously, there are collection policies in operation at Moellering Library, but they are not in written form.

An evaluation of Moellering Library's collection is essential to the self-study effort. Much of the collection's overall statistics have been previously reported in the "Moellering Library Profile." In terms of numbers of volumes, the total collection of slightly over 200,000 volumes (plus approximately 90,000 government documents) appears to be the strength of the library. But what do these numbers mean? How good is the collection? The following qualitative analysis will be in two parts. The first will be a collection-centered evaluation to determine the breadth of the holdings. The second will be a client-centered evaluation to determine how well the clientele is served.

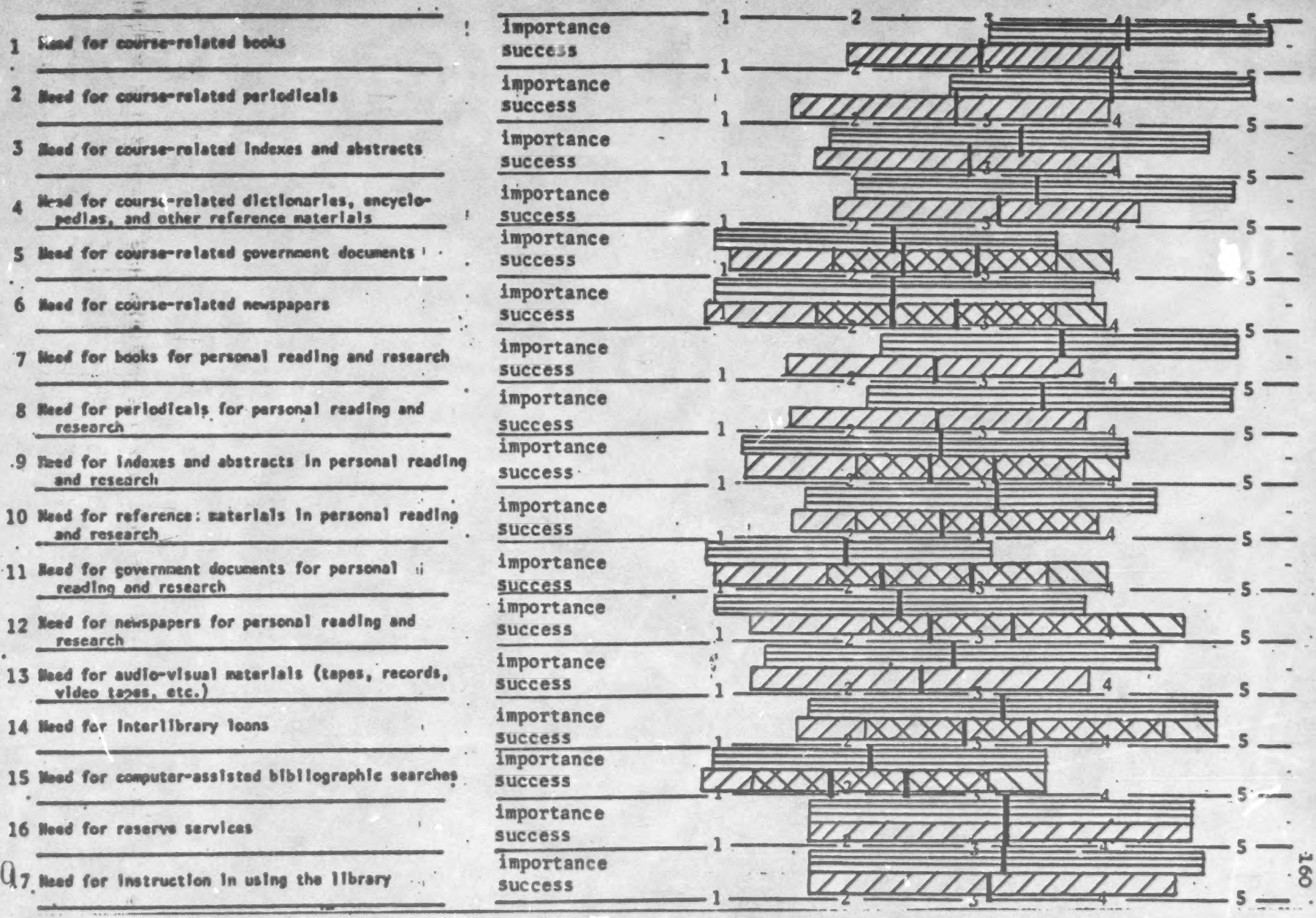
The collection-centered evaluation compares the holdings to outside opinions and various suggested standards. As mentioned previously, in terms of sheer numbers of volumes the overall collection appears to be a strength of the library. This number does exceed the minimum standard suggested by the Association of College and Research Libraries (A.C.R.L.) for a university of our size.[3] As can be seen in Appendix N, the A.C.R.L. standard for Valparaiso University is 185,000 volumes. Moellering Library has 200,000+ volumes in its collection, plus the government documents. But noteworthy gaps occur within the seemingly adequate collection. The North Central Accreditation Committee in its report found "the general collection in at least three fields to be somewhat below the high standard reflected elsewhere in the institution."[4] Examination of the collection in these fields relative to recommended bibliographies confirms the opinions of the North Central examiners. In economics, for example, Books for College

Libraries[5] recommends 2,187 titles for an undergraduate library. Moellering Library has 665 of these, or 30 per cent. In American literature Moellering Library has 771 titles (33 per cent) of the 2,340 titles recommended by Books for College Libraries.[6] U.S. history is covered in the collection with 54 per cent of the recommended titles, while history in general is served by only 39 per cent of the suggested titles.[7] No attempt was made to survey the holdings for each department of the university, but for comparison the chemistry collection consists of 54 per cent of the minimum number of titles suggested by Books for College Libraries.[8*]

The client-centered approach attempts to evaluate how well the users are served by the collection. The sources for this evaluation are the Importance/Success Survey conducted on campus and interviews with appropriate faculty. The survey questions with the average evaluations for all respondents can be found in Table 7. The total number of respondents was 275 (136 faculty and 139 non-faculty). Basically, the survey shows that the users are looking for books and periodicals, a place to study, and a way to copy materials (questions 1, 2, 7, 8, 30, 31, 32). All other "needs" show lower importance and less consensus. The standard deviation range about the mean is the indicator of consensus--the wider the range the more disagreement in the evaluations. Completely random responses would have a range of $\pm$ 1.4 above the average and surprisingly many questions have standard deviation ranges near this value. Of importance to the collection evaluation is the

*This is not to suggest that all the recommended titles are desirable to support Valparaiso University's curriculum.

TABLE 7: MOELLERING LIBRARY IMPORTANCE/SUCCESS SURVEY RESPONSES


1 Need for course-related books
2 Need for course-related periodicals
3 Need for course-related indexes and abstracts
4 Need for course-related dictionaries, encyclopedias, and other reference materials
5 Need for course-related government documents
6 Need for course-related newspapers
7 Need for books for personal reading and research
8 Need for periodicals for personal reading and research
9 Need for indexes and abstracts in personal reading and research
10 Need for reference materials in personal reading and research
11 Need for government documents for personal reading and research
12 Need for newspapers for personal reading and research
13 Need for audio-visual materials (tapes, records, video tapes, etc.)
14 Need for interlibrary loans
15 Need for computer-assisted bibliographic searches
16 Need for reserve services
17 Need for instruction in using the library
importance
success
1
2
3
4
5

Average

±1 Standard Deviation Range About the Average

For Importance: All Respondents

For Success: All Respondents

For Success: Only Respondents with

TABLE 7--Continued

18	Need for orientation to the layout of the library	importance	1 2 3 4 5
		success	1 2 3 4 5
19	Need for staff assistance in finding books	importance	1 2 3 4 5
		success	1 2 3 4 5
20	Need for staff assistance in finding current journal articles	importance	1 2 3 4 5
		success	1 2 3 4 5
21	Need for staff assistance in finding articles in bound journals	importance	1 2 3 4 5
		success	1 2 3 4 5
22	Need for staff assistance in finding audio-visual materials	importance	1 2 3 4 5
		success	1 2 3 4 5
23	Need for staff assistance in requesting materials from other libraries	importance	1 2 3 4 5
		success	1 2 3 4 5
24	Need for staff assistance in using the card catalog	importance	1 2 3 4 5
		success	1 2 3 4 5
25	Need for staff assistance with journal indexes and other bibliographic aids	importance	1 2 3 4 5
		success	1 2 3 4 5
26	Need for staff assistance in using government documents	importance	1 2 3 4 5
		success	1 2 3 4 5
27	Need for staff assistance in finding and using microforms	importance	1 2 3 4 5
		success	1 2 3 4 5
28	Need for microform readers and printers	importance	1 2 3 4 5
		success	1 2 3 4 5
29	Need for audiovisual facilities	importance	1 2 3 4 5
		success	1 2 3 4 5
30	Need for photocopiers (Xerox machines)	importance	1 2 3 4 5
		success	1 2 3 4 5
31	Need for individual study space at tables	importance	1 2 3 4 5
		success	1 2 3 4 5
32	Need for individual study stations	importance	1 2 3 4 5
		success	1 2 3 4 5
33	Need for areas conducive to group study	importance	1 2 3 4 5
		success	1 2 3 4 5
34	Need for weekend access to computer terminals	importance	1 2 3 4 5
		success	1 2 3 4 5

relatively large differences between "importance" and "success" on questions 1, 2, 7, and 8 related to books and periodicals. Such differences indicate frustrated users whose expectations are too often unfulfilled. The subjective remarks added to the questionnaire by the respondents also indicated this frustration. Comments of praise are few and far between, but comment after comment pronounces the collection as limited and out of date. Some undergraduates find the library resources so inadequate for their work that they automatically go to other libraries, such as the ones at Northwestern University, downtown Chicago, and even Merrillville. A comparison of undergraduate and faculty responses to questions 1, 2, 7, and 8 can be seen in Table 8.

TABLE 8

COMPARISON OF UNDERGRADUATE AND FACULTY RESPONSES

Question	All Faculty		All Undergraduates	
	Importance	Success	Importance	Success
1	4.2 ± 1.1	3.1 ± .9	4.0 ± 1.0	2.8 ± 1.1
2	4.0 ± 1.2	2.7 ± 1.1	3.9 ± 1.2	2.9 ± 1.2
7	3.9 ± 1.2	2.6 ± 1.2	3.4 ± 1.5	2.6 ± 1.2
8	3.8 ± 1.2	2.6 ± 1.0	3.2 ± 1.3	2.8 ± 1.2

As expected, the biggest difference between faculty and undergraduates involves the need for materials for personal reading and research (questions 7 and 8 as opposed to 1 and 2). Since Moellering Library is not a research library, particular focus should be directed to the

responses to questions 1 and 2. Table 9 breaks down this analysis by the various academic units. Also included on Table 9 is the need to go outside the Moellering Library through interlibrary loans (question 14).

Note the large discrepancies on questions 1 and 2 between "importance" and "success" for the College of Nursing, Humanities, Social Sciences, and Other L.A.S. Evidently these are areas for improvement. Note also that these academic units view the interlibrary loan with greater relative importance. It had been noted previously that economics, English, and history are three weak areas in the collection. English and history may partially account for the discrepancies between "importance" and "success" noted in the Humanities and Social Sciences. (History is in both categories.) The weakness in economics undoubtedly contributes to the poor success response to question 1 for the College of Business Administration. Since the collections in economics, English, and history have been criticized by the North Central Accreditation Committee, the responses of the faculty for those departments is also given in Table 9. Again, note the large difference between their "importance" and "success" responses relative to the responses for the whole faculty. Evidently the collection is seriously lacking in these disciplines. To learn more about the problem an interview was conducted with either the department chairman or his representative in each of the three departments. As expected, the library collection was viewed as a problem in each case. In economics the collection is critically lacking to such an extent as to possibly deny accreditation to the College of Business Administration. In response, the department has prepared a "wish list" of twenty additional journals,

TABLE 9

SURVEY RESPONSES BY ACADEMIC UNITS

	Question 1		Question 2		Question 3	
	Importance	Success	Importance	Success	Importance	Success
All Respondents	4.1 ± 1.1	3.0 ± 1.0	4.0 ± 1.2	2.7 ± 1.1	3.2 ± 1.5	2.9 ± 1.5
All Faculty	4.2 ± 1.1	3.1 ± .9	4.0 ± 1.2	2.7 ± 1.1	3.6 ± 1.3	3.5 ± 1.2
All Undergraduates	4.0 ± 1.0	2.8 ± 1.1	3.9 ± 1.2	2.9 ± 1.2	2.6 ± 1.6	2.1 ± 1.3
	All Respondents Analyzed by Academic Unit					
College of Business Administration	3.8 ± 1.0	2.7 ± 1.0	3.9 ± .9	2.9 ± 1.1	2.6 ± 1.5	2.6 ± 1.4
Christ College*	3.3 ± .6	3.8 ± 1.0	3.3 ± 2.1	3.8 ± 1.5	2.3 ± 1.5	3.0 ± 1.7
College of Engineering	3.6 ± 1.2	3.0 ± 1.1	3.8 ± 1.2	2.6 ± 1.0	3.1 ± 1.7	2.8 ± 1.5
College of Arts and Sciences	4.3 ± 1.0	3.0 ± 1.0	4.0 ± 1.2	2.8 ± 1.1	3.3 ± 1.5	3.0 ± 1.4
Humanities	4.5 ± .9	2.9 ± 1.1	4.0 ± 1.1	2.6 ± 1.0	3.5 ± 1.5	3.1 ± 1.4
Social Science	4.3 ± .8	3.1 ± 1.0	4.3 ± 1.2	2.6 ± 1.2	3.6 ± 1.6	2.8 ± 1.5
Natural Science	3.8 ± 1.2	3.3 ± 1.1	3.5 ± 1.3	3.1 ± 1.1	2.9 ± 1.4	3.1 ± 1.4
Other L.A.S.	4.2 ± 1.0	2.8 ± 1.2	4.2 ± 1.0	2.9 ± 1.2	3.4 ± 1.5	3.0 ± 1.5
College of Nursing	4.6 ± .8	3.0 ± .8	4.9 ± .4	2.8 ± 1.1	3.6 ± 1.3	2.7 ± 1.6
	Selected Faculties					
Economics Faculty**	4.5 ± .7	2.0 ± 1.4	4.5 ± .7	2.0 ± 1.4		
English Faculty	4.8 ± .4	2.8 ± .7	4.6 ± .8	2.4 ± 1.2		
History Faculty	4.6 ± .6	3.2 ± .8	3.8 ± 1.8	2.2 ± 1.0		

*Only 4 respondents

**Only 2 respondents

organized by priority. Moellering Library is now subscribing to the four journals ranked as "top priority" on this list. English and history have problems similar to each other; both collections have gaps. In history it might be for a period of European history not emphasized in classes. Yet some works would be desirable for comparative history projects involving Asia during the same period. In English the gaps may also involve lesser emphasized periods or perhaps lesser known authors. In both English and history large collective scholarly works are currently being published. These are excellent and therefore desirable. They would help to fill the gaps. But they are expensive and would consume a large portion of the yearly budget. And, lastly, both English and history view their periodicals as being deficient. In summary, the problem in economics, English, and history are real and deserve attention. This is not to suggest that other departments do not have real problems. This study simply did not have the time to examine each department's collection.

Part of the evaluation of the quality of the collection must involve its accessibility and availability. Accessibility refers to the ease with which the user can locate desired information. One strength of the Moellering Library is its open stacks policy. For the most part accessibility is good. Complaints have been expressed on the questionnaire about the organization of the reference room and the location of bound journals. Availability refers to the probability that a user can obtain an item from the collection at the time needed. Again, some complaints have been expressed on the questionnaire. The policy of not allowing users to reshelve books was criticized because

needed volumes go unnoticed when not shelved since previous users. (The faculty could alleviate students' anxiety over this problem by using the reserve service for commonly needed volumes.) Another common complaint involved the unavailability of current journals which are being bound. And, lastly, too many respondents complained of needed articles being ripped out of journals.

This report points out a number of problems with the current collection. Identifiable changes which would bring about improvement would be (in decreasing order of priority):

High Priority

1. Purchase more books and subscribe to more journals in economics. The greatly needed books will not be cheaper tomorrow; hence a one time infusion of special additional money would be best. Perhaps this might be the type gift which would attract some donor. The cost to double the collection to 60 per cent of the recommended titles would be approximately $13,000.

2. Increase the library budget up to the suggested 6 per cent so that all departments could enhance their holdings.

3. Reinstitute some University Senate or faculty committee to advise the Moellering Library in matters of policy.

4. Re-examine the proportions by which the total library budget is subdivided among departments. Put this policy in writing.

Medium Priority

5. Put other library policies in writing.

6. Purchase some of the large collective scholarly works for history or English (on microforms if possible). Again, these expensive items may be attractive as gifts donated by some "friends of the University."

7. Allocate more money for periodicals in history and English.

8. Recognizing the discrepancy between "importance" and "success" in the College of Nursing, re-examine their collection and possibly allocate more money for periodicals.

9. Shorten the reshelving time for materials used in the library. Perhaps clearly designed drop-off points for such materials would help.

10. Look for binding alternatives to the current journals problem.

11. Include journal mutilation as being a violation of the honor code.

References

[1] Moellering Library Profile prepared for the 1979-1980 Study of Moellering Library.

[2] "Standards for College Libraries," College & Research Libraries News, XXVI (October 1975), 298.

[3] Ibid., pp. 277-79, 290-301.

[4] Report of a Visit to Valparaiso University, Valparaiso, Indiana for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, March 6-8, 1978, p. 15.

[5] Books for College Libraries (Chicago: American Library Association, 1975), vol. 4.

[6] Ibid., vol. 2.

[7] Ibid., vol. 3.

[8] Ibid., vol. 5.

RESPONSES TO IMPORTANCE/SUCCESS SURVEY

The Task Force for assessing needs in the user domain has attempted to summarize the needs most clearly expressed by users who responded to the Importance/Success Survey. We have not excluded needs because of financial obstacles in the way of meeting them, deeming such realism the concern of other task forces. We have, however, been wary of needs expressions that seem to be based on misconceptions of what Moellering Library does or could do with adequate budget and staff. Such expressions have been translated, wherever possible, into signs of need for orientation and information.

The first part of the report is based on the comments added at the end of the Importance/Success questionnaire. Dean Arlin Meyer of Christ College and Miss Stephanie Umbach of the Moellering Library staff contributed a major part of the analysis. We have not attempted to summarize the numerous positive comments about library staff and services.

The Collections

The largest number of complaints about the inadequacy of the book collection came from the Department of History, whose members were unusually high in their response rate to the questionnaire.

Students in the professional departments of Accounting, Administrative Sciences, Education, and the College of Nursing, along with students in the departments of Biology and Chemistry, volunteered comments that materials were out of date. It is not clear whether they meant there were no up-to-date materials, though. Some may need to be informed that both newer and older materials may be useful in certain assignments.

If their members were represented in the sample, most departments complained about a lack of journals. No division or college failed to express such complaints. They usually referred to whole series or parts of series. A smaller number referred to recent volumes that were not available because of binding.

Students from many fields complained about the spottiness of the book collections. The complaint was traced in part to limited budgets in the past, but also to the problem that faculty members are aware of, i.e., it is difficult to have departments order in a way that provides core books for the whole range of their disciplines. They have tended to order for faculty members' specialties--probably more often classroom specialties than research specialties--and it becomes difficult to make anyone responsible for core movements in the disciplines and for works that interconnect specialized concerns.

Music students pointed out that the record collection is inadequate for their needs and that many records are in poor condition. This problem derives from the poor reproducing equipment.

Faculty members in disciplines dependent on foreign publishers reported delays and lack of success in acquiring books from such sources.

Staff

By reading between the lines the Task Force concluded that the primary complaint about staff referred to part-time members who are unable to offer the needed assistance. Some students seem to have their library contacts when the part-timers are on duty. Such complaints never seemed to refer to full-time professionals.

Only a few faculty members seemed to express awareness of the shortage of professional staff.

Orientation

The strong expressions of appreciation from those who have used the library's recent orientation programs, combined with a large proportion of complaints that reflect ignorance of user's procedures, suggest a strong need for orientation. This part of the report will conclude with a list of some of the major inadequacies we sensed in users.

The Building Itself

The only consistent complaint was about dim lighting. It is not always clear whether complaints about noise are complaints about the building design or complaints about human behavior in it.

Condition of the Building

There were numerous complaints about the lack of heat. Few users seemed to realize that the library staff does not control the amount of heat and that it was at times beyond anyone's direct control.

There were complaints about burned-out lights that were not promptly replaced. Only some faculty members seemed to realize that the library is dependent on Physical Plant Services to replace them.

Behavior Control

A substantial number of respondents complained about noisy conditions, naming places, but seldom times of the day. They spoke mostly of the two large reading rooms, but also of other areas. One complained about staff members talking loudly with each other in study areas.

Indexes of the Local Collection

Complaints about the card catalog and about the book-form indexes of periodicals were fairly numerous, but nearly all seemed to arise from a lack of orientation to library procedures.

There seems to be a need for some brief, conspicuously posted guides to the conventions of card cataloging, and similar guides to the location of periodical indexes and abstracts.

The only clear inadequacy seems to be in cross-indexing between Moellering and Weseman Libraries. No subject cards are used outside of the library with the holding.

Interlibrary Loan Service

The chief complaint about interlibrary loans referred to slow service. It seldom came from faculty. The complainers were mostly students who either could not or did not plan adequate lead time before their papers were to be written. Some faculty members may not be informing their students of the nature of the requesting process and its delays.

Since only one user expressed a need for better indexing of outside collections, we have assumed that potential users of outside sources either go directly to them--perhaps unnecessarily--or go to the desk for interlibrary loan service and allow the librarian to search the indexes of outside material.

Cataloging and Shelf Arrangement

Many students complained about difficulty in finding the bound periodicals. The complaints emphasized confusion more than objections to moving from one part of the building to another.

Equipment

The one clear and consistent complaint (from the small number of students directly concerned) was that turntables, tape decks, and earphones in the music library produced poor results and the tonearms damaged record surfaces.

Some people wanted more copying machines or wanted them to be more dependably in good condition.

Hours

There were many requests for longer hours, especially on weekends. The most commonly mentioned closing time was 1:00 A.M.

One faculty member recommended always being open when large numbers of visitors are invited to campus. Several people asked for final exam week extensions, not for late hours all semester. A faculty member asked for greater faculty access during registration week.

Areas Where Information Is Poor

There was considerable confusion about interpreting features of the card catalog, such as the layout of cards, cross references by subject, and the meaning of empty subject spaces.

A number of students were confused about determining the location of bound periodicals. Some seemed to be unaware of both the card catalog entries and the indexes.

Some students were baffled by the arrangement of the reference room and the character of the indexes and abstracts. One faculty member was even unaware of the presence of a major index we have always had.

Scattered students and faculty members seemed unaware that certain more obscure journals are not consistently indexed anywhere; also that no indexing services provide all the conceivable subject cards for books. Thus they blamed Moellering for the nationwide state of library art and policy.

A few students, at least, did not understand the rationale of asking users not to reshelve their own books. They tended to have legitimate problems finding books other people had left lying about haphazardly. They simply did not realize the side effects of their own proposed solutions.

Evidence from Evaluation Questions

A set of thirty-four objective-form items elicited evaluations of many library services, calling for a comparison of importance to the user and success in obtaining the service.

The following tables summarize responses that expressed either the high evaluation of a service, a serious short-fall in the delivery of the service, or both. Such a summary necessarily omits many services of moderate or low importance which respondents tend to say they are satisfied with. The summarizing expressions refer to the averages of responses and are stated with some degree of certainty only when responses cluster fairly close to the average figures.

The categories of persons listed in the tables overlap in the following manner. We begin with more inclusive categories and move to smaller ones. Thus the later summaries focus on certain kinds of people whose answers were somewhat submerged in earlier summaries. In other words, we move from all students to major divisions to disciplines.

TABLE 10. ALL RESPONDENTS (Total 275)

Importance	Success
**Course-related books	short
**Photocpiers	?
*Course-related periodicals	short
*Books for personal use	?
*Staff assistance with audio-visuals	

NOTES

** indicates an importance ranking of 4 or higher on a scale of 5 in all tables.

* indicates an importance ranking of 3.5 to 3.99 in all tables.

? indicates a possible but undertain tendency for success ranking to fall clerly short of importance ranking in all tables.

TABLE 11. ALL FACULTY (Total 136)

Importance	Success
**Course-related books	short
**Photocppiers	
**Course-related periodicals	short
*Books for personal use	short
*Periodicals for personal use	short
*Interlibrary loan service	

TABLE 12. ALL UNDERGRADUATE STUDENTS (Total 112)

Importance	Success
**Table study space	?
**Study stations	
**Photocopiers	short
*Course-related books	short
*Course-related periodicals	
*Course-related reference works	
*Group-study areas	short

TABLE 13. ALL GRADUATE AND LAW STUDENTS (Total 10)

Importance	Success
**Photocopiers	?
**Staff assistance with interlibrary and the like	
*Staff assistance with government documents	
*Orientation to library layout	short
*Course-related books	
*Course-related periodicals	
*Staff assistance with microform	far short
*Audiovisual facilities	far short
Study stations	far short
Group-study areas	far short

TABLE 14. ALL ARTS AND SCIENCES (Total 142)

Importance	Success
**Photocopiers	
**Course-related books	short
*Course-related periodicals	short
*Books for personal use	short
*Periodicals for personal use	
*Course-related reference works	

TABLE 15. ALL BUSINESS ADMINISTRATION (Total 35)

Importance	Success
**Photocopiers	
*Course-related periodicals	short
*Table study space	
*Course-related books	short
*Study stations	
*Weekend access to computer terminals	short
*Group-study areas	short

TABLE 16. ALL CHRIST COLLEGE (Total 4)

Importance	Success
**Books for personal use	too few to inter-pret
**Photocopiers	
*Periodicals for personal use	
*Microform devices	
*Study stations	

TABLE 17. ALL ENGINEERING (Total 36)

Importance	Success
*Course-related periodicals	short
*Photocopiers	
*Weekend access to computer terminals	short

TABLE 18. ALL NURSING (Total 26)

Importance	Success
**Course-related periodicals	far short
**Course-related books	far short
**Photocopiers	
**Reserve services	?
**Table study space	
**Books for personal use	?
**Microform devices	
*Course-related reference materials	
*Staff assistance in finding books	

NOTE: Nursing students expressed unusually high levels of importance in the items listed earliest.

TABLE 19. ALL HUMANITIES (Total 69)

Importance	Success
**Course-related books	short
**Photocopiers	short
**Books for personal use	short
**Course-related periodicals	short
**Course-related reference works	?
*Periodicals for personal use	short
*Reserve services	

TABLE 20. ALL NATURAL SCIENCES (Total 36)

Importance	Success
**Photocopiers	
**Course-related books	
**Books for personal use	
**Periodicals for personal use	
**Course-related periodicals	
**Table study space	

TABLE 21. ALL SOCIAL SCIENCES (Total 25)

Importance	Success
**Photocopiers	short
**Course-related books	short
**Course-related periodicals	short
*Books for personal use	short
*Periodicals for personal use	short
*Course-related reference works	?
*Course-related indexes and abstracts	short
*Group study space	short

TABLE 22. ALL OTHER ARTS AND SCIENCES (Total 23)

Importance	Success
**Table study space	
**Individual study space	
**Photocopiers	?
**Course-related periodicals	short
**Course-related books	short
*Staff assistance in finding books	
*Staff assistance in finding current periodicals	
*Books for personal use	?
*Course-related reference works	

TABLE 23. ALL ENGLISH (Total 13, all but one are Faculty)

Importance	Success
**Course-related books	far short
**Photocopiers	?
**Course-related periodicals	far short
**References for personal use	far short
**Periodicals for personal use	far short
**Books for personal use	far short
**Course-related reference works	
**Course-related indexes and abstracts	short
**Staff assistance with interlibrary and the like	
*Table study space	
*Individual study space	
*Instruction in using library	
*Orientation to layout of library	

TABLE 24. ALL HISTORY (Total 7)

Importance	Success
**Photocopiers	short
**Microform devices	far short
**Course-related books	short
**Audiovisual facilities	short
*Course-related periodicals	short
*Course-related reference works	
*Books for personal use	short
*Staff assistance with government publications	?
*Interlibrary loans	
*Course-related government documents	short
*Periodicals for personal use	short
*Reserve services	
*Group study areas	short

An Afterword

There are patterns in the needs, visible even in this sometimes inadequate sample, that need to be explored in the making of recommendations. There is not sufficient time to sketch them in during the preparation of this report.

The following suggestions will provide leads to the analysis. To begin with the obvious, some differences in needs and satisfactions are related to the disciplines. Other differences, for example some of the striking features of the College of Nursing's needs, seem to be related to the nature of the program at this university. Other differences are related to the times of the day when representatives of the categories use the library, and even the frequency with which they use it, as compared with other libraries. As an example of the last consideration, look at the small contingent of graduate and law students.

LIBRARY NEEDS IN THE MANAGEMENT DOMAIN

After reviewing literature available in the area of management, the team requested the Director of Libraries to write comments on each of the points brought up in the study manual. After discussion of these comments, they were circulated to the professional staff for individual appraisals of the director's remarks. These were treated anonymously in the analysis and sorting of opinions that followed. A composite of the understanding of current management practice was prepared by Prof. Schlender. Continuing revisions and input from the task force followed, identifying problems and needs. The consensus of the committee at this time is contained in the remainder of this report.

Leadership and Supervision

Present leadership practice at Moellering Library tends toward the laissez faire, as it has for the last thirty years. The greatest possible latitude is permitted the professional librarians in planning and implementing their responsibilities. In addition, decisions of any significance affecting the library as a whole are made with the prior knowledge and generally the agreement of the majority. Implementation of decisions may tend to be handled with an unusual degree of freedom in this decision-making. However, the opportunity for interaction among the librarians generally leads to more imaginative, comprehensive, and enforceable solutions to problems. It also provides the best assurance that the needs of students and faculty for information will be met.

Through its organizational chart, library management attempts to

ensure achievement of library goals. Since a small staff inevitably shares numerous functions, the director receives excellent co-operation in co-ordinating individual efforts toward achieving library goals. If there are failures in satisfying user needs sufficiently or consistently, they are not inherent in the organizational or leadership patterns, but can be laid to the lack of sufficient professional librarians to perform the work required.

Even though the library objectives may be clear to the librarians, it would probably be beneficial to have written statements of objectives for the guidance of library personnel as well as for the general university faculty and administration. In addition to the more obvious objectives of supporting the university curricula, some consideration should be given to the function of the library in support of the special commitment of the University as a Lutheran institution. For example, special attention could be given to the development of special collections related to the Lutheran heritage: Lutheran church music, Lutheran theology, history of the Lutheran Church in the U.S.A., Reformation history, etc. As the largest Lutheran university in America, it can be expected to be a center for such library resources, and it would be legitimate to strengthen these resources beyond the level required merely to support the curriculum. Other opportunities exist for developing special collections that might be distinctive to Valparaiso University--e.g., a Goethe collection based on a legacy received some years ago.

One underlying difficulty that tends to affect the attitudes of both the professional librarians and the clerical staff at Moellering

Library is the lack of opportunity for professional growth or the achievement of self-fulfillment in their work, not to mention the possibility of promotion. Even though the library management regards the provision of these opportunities a major objective, institutional policy is most unclear in this area. A professional librarian at Valparaiso University has little or no hope of conducting an independent research project. Three reasons for this might be cited:

1. The day-to-day pressures on such a small staff merely to keep the library running leave no time for extra projects.
2. Administrations at Valparaiso University have not generally encouraged research and professional growth for librarians.
3. Librarians are contracted for eleven months of service as opposed to the nine months of service for teaching faculty. This makes it more difficult to obtain additional schooling, to go off campus for research projects, or to find the time for research on or off campus. Yet this kind of professional development is an essential part of what has to happen if any institution is to become a great university.

In the area of selection, training, and evaluation of supervisory staff, no defined program exists. Future development in this direction is indicated. Improvement in the student aid training program would help provide better service to the user.

Communication within the Library

Normal communication is accomplished by staff meetings, by circulation of materials, by bulletin board, and by one-to-one conversation. Additionally, the clerical staff receives much information through supervisors.

Communication procedures are not uniform and lack consistency. Too much opportunity exists for information not to reach persons involved. Work performance could be affected, although frequently work flow procedures provide the necessary direction. Review and improvement in communication procedures is needed.

Information on work performance of individuals and of departmental areas is dependent entirely on observation by supervisory staff and the director. Lines of communication from employees to supervisors and to the director are always open.

The Decision-Making Process

Input for making decisions may come from all members of the library staff. Consideration and discussion of problems is done regularly by the professional librarians. Decisions are made or confirmed by the director with their help and advice.

Few written documents defining goals, plans, and policies are available. Consensus in interpreting library objectives guide the decision-making process.

Undoubtedly, an organized set of written objectives, plans, and policies would facilitate a more consistent administration of library service, responsible to institutional needs.

Operating Policies

Although some operating policies are defined, they are not centrally co-ordinated, and not always fully understood, especially by part-time supervisors.

Since policies frequently arise out of controversial situations,

the need to review, change, or reverse established policy has to be recognized.

General policy statements and policies for each department need to be added as soon as possible. Policies for problems of emergency, disaster, assistance to people in need of medical help, bomb scares, unruly customers and sex offenders are presently in process. Likewise, policies on food, drinking, and smoking in the library, and a policy of evaluating gifts to the library for tax purposes have tentatively been drawn up. Additions to the endless list must continue, especially in the area of working policies.

Working and Reporting Relationships

Working and reporting relationships are necessarily flexible, as changes in personnel, services, or work requirements occur. The organizational setup at Moellering Library not only provides for the individual responsibilities of the staff but assumes the involvement of all service librarians in the total work of the library. The professional librarians have co-operated with each other and the director to provide co-ordinated library service to the user. This year changes in personnel and in the realignment of responsibilities created new working and reporting relationships. Major divisions were increased from four to five. Four professionals and one non-professional are now reporting to the director. The effect has been to strengthen two areas and to provide necessary user services not previously possible. Unfortunately, one major division is left seriously understaffed. There is no way to correct this situation short of reducing service or of increasing the budget to provide additional help. An increase in the current budget

to supply temporary relief to the extent of one half-time person was requested at the start of the spring semester. No action on this request has been taken.

Relatively little overlapping of responsibilities occurs in the support staff, and as a result there are few significant differences or conflicts among workers evident. At the same time, because of the small size of staff, it is sometimes necessary to share responsibilities, either because of absence or unevenness of work load. Sharing responsibility and providing help to one another tend to keep differences and conflicts among the staff to a minimum. Consultation with the director is available but seldom necessary.

Budgeting and Control

The library budget does, in a sense, limit the library's ability to provide service to the user. On the other hand, the budget may be planned to provide services or equipment which may in time create a greatly increased ability to serve. In the past, for instance, money has been budgeted to divide the card catalog, to reclassify the collection to the Library of Congress system, and to purchase microform equipment. These actions have variously improved user convenience, greatly facilitated the processing of books, and provided opportunities to make later savings in money and savings of space. More recently the library has invested in equipment and training in order to participate in the on-line cataloging program of OCLC. Already this has provided additional benefits for bibliographical searching, for serials cataloging, for cataloging of non-print materials, and for a dramatic

new advance in interlibrary loaning. Service to the user is greatly enhanced.

The possibility that we may be able to participate in the computerized acquisitions system to be available from OCLC suggests that changes in budgetary planning may be imminent. Meanwhile, some current practices in budgeting are in need of re-examination.

With the sharp increase of recent years in the cost of books and with the long delays often encountered in expected publication dates, the management of the budget is becoming increasingly difficult under the present policy of an absolute cut-off and balancing of accounts precisely on June 30. With a single volume costing as much as $500, coupled with the uncertainty of arrival and billing dates (especially with continuation orders), the budgets, especially of individual departments, can be extremely unpredictable. Some provision for flexibility in the budgeting and accounting systems would enable the acquisitions personnel to function in a less precarious and unpredictable atmosphere and help to alleviate resentment from members of departments who might get caught short in their allotments.

Summary of Needs

In the foregoing discussion of management practices at Moellering Library, the task force put its finger on a number of concerns which it felt needed attention and correction. A summary of these follows:

a. It was felt that failure to fulfill goals of service to users could not be laid to faulty organizational or leadership patterns but simply indicated an insufficient number of professional librarians to carry out the work.

b. Library objectives, although apparently clear to librarians, should be stated in writing for positive guidance to librarians and for the information of faculty and administration.

c. The task force specifically suggests that objectives of the library and of the University be extended to provide for development of special collections in relation to the Lutheran heritage, possible areas being Lutheran Church music, Lutheran theology, history of the Lutheran Church in the United States, and Reformation history. These collections already have some strength and should be developed beyond the level required merely to support the curriculum. Non-Lutheran strengths should also be considered, such as the Goethe collection, which could be built on a legacy received several years ago.

d. The task force found that the Moellering staff has insufficient opportunity to find self-fulfillment in its work, particularly in the matter of professional growth. It considers this to be a serious problem.

e. A more specific program of selection, training, and evaluation of supervisory help should be developed. Improvements in training of student aids would also be appropriate.

f. Although problems are not great because of the relatively small staff, review and improvement of communications procedures at all levels within the library is needed.

g. Decision making would be enhanced by a written set of objectives, plans, and policies.

h. Likewise, written operating policies in every area of library activity should be developed.

i. Working and reporting conditions were regarded as generally satisfactory with one notable exception, a major division having serious understaffing problems. This need requires immediate action.

j. Finally, the task force found a pressing need for some kind of accommodation to the University's budgeting and accounting system which causes departments to lose encumbered book allocations when books fail to be delivered by the June 30 deadline, even though many were on order four to six months prior to the deadline.

These needs in the management domain are now referred to the study team for implementation, the task force suggesting that urgency be reflected by the following order of priority:

1. Understaffing (see i above).
2. Budgeting problem (j).
3. Library objectives (b).
4. Shortage of professional librarians (a).
5. Opportunity for professional growth (d).
6. Written plans, goals, policies (g).
7. Written working policies (h).
8. Additional objectives recommended for University and library (c).
9. Communications within library (f).
10. Selection, training, evaluation (e).

APPENDICES

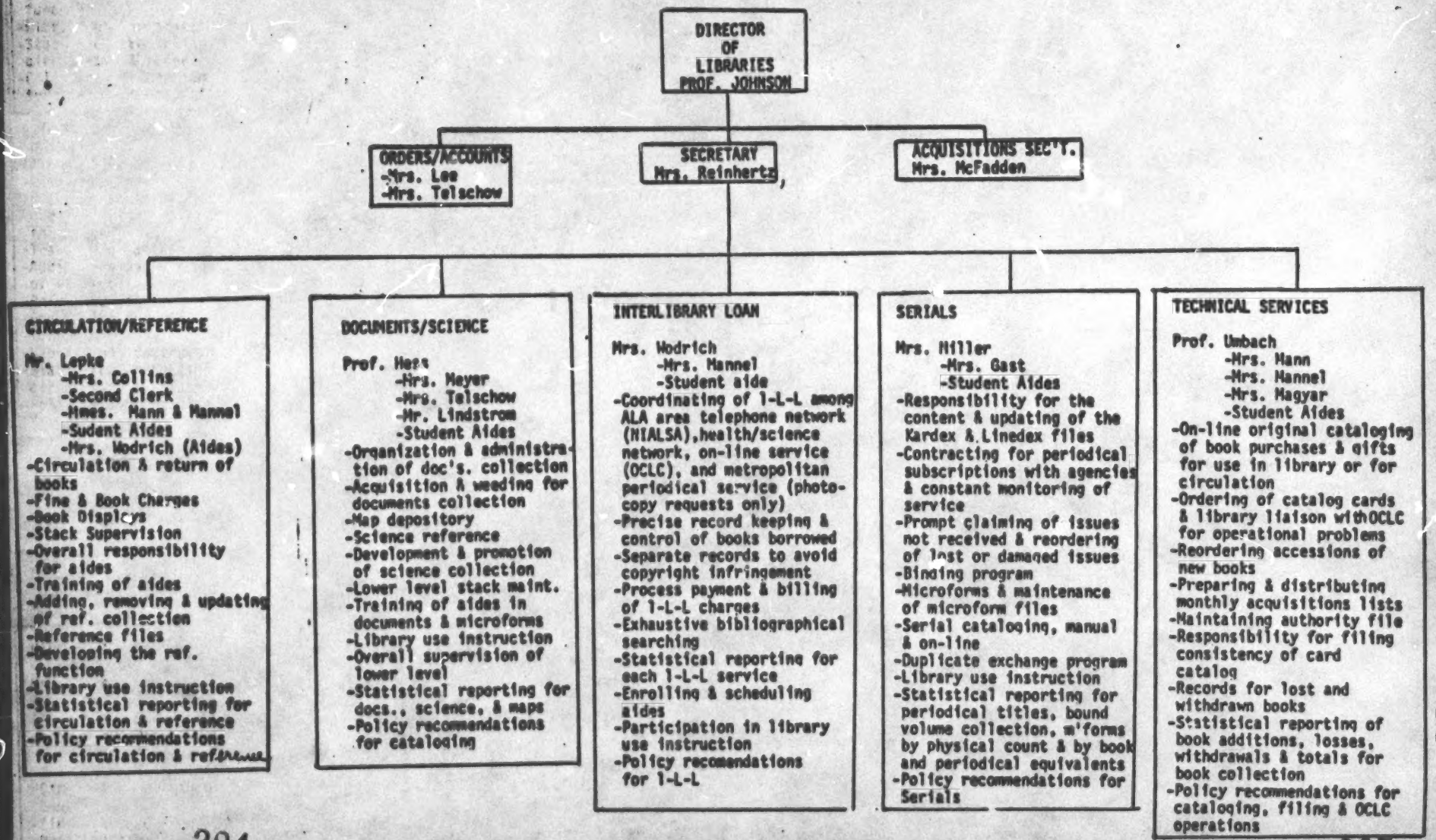
APPENDIX A

PERSONNEL--PROFESSIONAL AND SUPPORT STAFF

Name and Position	Academic Education	Library Education or Degree Hours	Library Experience Years	Employment Hours per wk. in lib.	Salary	Vacation Length
Professional						
Edwin Johnson	AB,M.M.	MA	15			
Stephanie Umbach	BA	MA	19			
Elmer Hess	BS,M.S.	MSL	9			
John Lekpe	BA,M.Div.	MSL	3			
Judy Miller	BA	MLS	1			
Part-time Prof'l						
Ronald Gardin	BA	ME	17	10		
Para Prof'l						
Dorothy Wodrich	BA,MALS		4			
William Beermann	BM M.M.		1			
Support Staff						
Doris Collins			10	24		
Peggy McFadden	AB		10	14		
Pauline Gast			9½	30		
Priscilla Telschow			10	30		
Marilyn Mann			8	32		
Catherine Lee			8			
Helen Magyar			6	23		
Ruth Mannel			4	25		
Sharon Meyer	AB		3	20		
Ruth Foster	MALS		1	8		
Marguerite Reinhertz				40		

APPENDIX B

MOELLERING LIBRARY ORGANIZATION FLOW CHART


DIRECTOR OF LIBRARIES PROF. JOHNSON
ORDERS/ACCOUNTS -Mrs. Lee -Mrs. Telschow
SECRETARY Mrs. Reinhertz
ACQUISITIONS SEC'Y. Mrs. McFadden
CIRCULATION/REFERENCE
Mr. Lepke
-Mrs. Collins
-Second Clerk
-Hmes. Mann & Mannel
-Sudent Aides
-Mrs. Wodrich (Aides)
-Circulation & return of books
-Fine & Book Charges
-Book Displays
-Stack Supervision
-Overall responsibility for aides
-Training of aides
-Adding, removing & updating of ref. collection
-Reference files
-Developing the ref. function
-Library use instruction
-Statistical reporting for circulation & reference
-Policy recommendations for circulation & reference
DOCUMENTS/SCIENCE
Prof. Hess
-Mrs. Meyer
-Mrs. Telschow
-Mr. Lindstrom
-Student Aides
-Organization & administration of doc's. collection
-Acquisition & weeding for documents collection
-Map depository
-Science reference
-Development & promotion of science collection
-Lower level stack maint.
-Training of aides in documents & microforms
-Library use instruction
-Overall supervision of lower level
-Statistical reporting for docs., science, & maps
-Policy recommendations for cataloging
INTERLIBRARY LOAN
Mrs. Wodrich
-Mrs. Mannel
-Student aide
-Coordinating of I-L-L among ALA area telephone network (NIALSA), health/science network, on-line service (OCLC), and metropolitan periodical service (photocopy requests only)
-Precise record keeping & control of books borrowed
-Separate records to avoid copyright infringement
-Process payment & billing of I-L-L charges
-Exhaustive bibliographical searching
-Statistical reporting for each I-L-L service
-Enrolling & scheduling aides
-Participation in library use instruction
-Policy recomendations for I-L-L
SERIALS
Mrs. Miller
-Mrs. Gast
-Student Aides
-Responsibility for the content & updating of the Kardex & Linedex files
-Contracting for periodical subscriptions with agencies & constant monitoring of service
-Prompt claiming of issues not received & reordering of lost or damaged issues
-Binding program
-Microforms & maintenance of microform files
-Serial cataloging, manual & on-line
-Duplicate exchange program
-Library use instruction
-Statistical reporting for periodical titles, bound volume collection, m'forms by physical count & by book and periodical equivalents
-Policy recommendations for Serials
TECHNICAL SERVICES
Prof. Umbach
-Mrs. Mann
-Mrs. Mannel
-Mrs. Magyar
-Student Aides
-On-line original cataloging of book purchases & gifts for use in library or for circulation
-Ordering of catalog cards & library liaison with OCLC for operational problems
-Reordering accessions of new books
-Preparing & distributing monthly acquisitions lists
-Maintaining authority file
-Responsibility for filing consistency of card catalog
-Records for lost and withdrawn books
-Statistical reporting of book additions, losses, withdrawals & totals for book collection
-Policy recommendations for cataloging, filing & OCLC operations

APPENDIX C

LIBRARY PROFILE

SELECTED STATISTICS--7 YEARS ENDING JUNE 30, 1979

	1972/73	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79
Total Books in Library Collection	119,394	137,430	152,522	167,445	181,742	192,879	200,988
Microforms	9,049	33,197	33,437	36,224	41,886	57,476	63,872
Music Library							
Records	2,095	2,145	2,189	2,241	2,336	3,450	3,536
Tapes	--	--	270	285	320	347	367

MISCELLANEOUS ITEMS

YEAR ENDING JUNE 30, 1979

Maps	Additions	3,600	Total	76,000
Indiana State Documents	Additions	327	"	1,690
U. S. Documents	Additions	8,608	"	81,824
Music Library Circulation	Records	1,065	Tapes	907
Circulation Statistics	Reserves	9,329	All Other	41,178

CONSORTIA MEMBERHIPS

INCOLSA/OCLC

NIALSA

LaPorte, Porter, Starke Consortia

Midwest Health/Science Network

Metropolitan Periodical Service

APPENDIX C--continued

LIBRARY PROFILE

Statistical Highlights

The Collection

Books (Volumes)	225,701
Serials: Periodical Titles	1,413
Microforms	63,872
Sound Recordings	3,536
Other--Audiotapes	368
Videotapes	90

Operating Expenditures

Salaries	$129,416.67
Acquisitions	81,806.00
Binding	7,436.00
Other--Student Assistance	31,045.00
New Equipment	3,162.00
Periodicals	31,623.00
Copy Service	1,050.00
All Other	17,605.00
Total Expenditures	$261,105.00

Assignable Space and Library Seating

	Square Feet	Seating Capacity
Main Library	39,140	596
Departmental Libraries		
Law	13,771	221
Total	52,911	817

APPENDIX D

SOURCES OF FUNDS

		Per cent of Library Expenditures
General College Funds	$332,443	-
Endowment	-	-
Gifts	14,031	4.22
Government Grants	3,906	1.17
Non-Government Grants	-	-

VOLUMES, CIRCULATION, AND STAFF

	Staff	Net Volumes Added in 78-79	Total Volumes	Total Circulation
Main Library	19	7,977	225,701	50,507
Departments of Library				
Administration	3			
Technical Services	2½			
Circulation/Reference	2			
Documents/Science	3			
Serials	2			
Interlibrary Loan	1½			
Total	19			

APPENDIX E

INTERLIBRARY LOAN ACTIVITIES
July 1, 1978 to June 30, 1979

	July 1 to Dec.30		Jan.1 to June 30		Total for Year	
	filled	unfilled	filled	unfilled	filled	unfilled
Service from Other Libraries						
Book requests	111	54	105	31	216	85
Per cent filled	67%		77%		71%	
Photocopy requests	54	24	36	17	90	41
Per cent filled	69%		68%		68%	
Midwest Health Science Network						
Book requests--none						
Photocopy requests	25	7	74	27	99	34
Per cent filled	78%		73%		74%	
Total	190	85	215	75	405	160
Metropolitan Periodical Service						
Photocopy requests	215	32	181	19	396	51
Per cent filled	87%		50%		88%	
Service by Moellering Library						
Book requests	7	4	23	3	30	7
Per cent filled	64%		88%		81%	
Photocopy requests	25	5	16	7	41	12
Per cent filled	83%		69%		77%	
Midwest Health Science Network						
Book requests	5	1	1	0	6	1
Per cent filled	83%		100%		86%	
Photocopy requests	22	6	1	1	23	7
Per cent filled	75%		50%		77%	
Total	59	16	41	11	100	27

APPENDIX F

INTERLIBRARY LOAN REPORT--NIALSA NETWORK
July 1, 1978 to June 30, 1979

Service to NIALSA	July 1 to Dec. 30 filled	July 1 to Dec. 30 unfilled*	Jan. 1 to June 30 filled	Jan. 1 to June 30 unfilled	Total for Year filled	Total for Year unfilled
Book requests	98	553	139	702	237	1255
Photocopy requests	11	4	17	13	28	17
Information requests	16	46	9	44	25	90
Total	125	603	165	759	290	1362

NIALSA Pass to Moellering 1

Total service to NIALSA 1653

Service from NIALSA						
Book requests	21	11	29	9	50	20
Photocopy requests	19	2	18	2	37	4
Information requests	2	0	3	0	5	0
Total	42	13	50	11	92	24

Total service from NIALSA 116

Total NIALSA services 1769

*The large number of unfilled book requests resulted from lack of a union catalog. Improvement will occur as the projected Indiana Data Base develops.

APPENDIX G

FACULTY VIEW OF LIBRARY RESOURCES

Biology

The amount allocated to our department for book requests has increased on the order of 20 per cent since the early 70s. In the meantime book prices have doubled. Each staff member is therefore able to recommend very few titles, which means that they are increasingly frustrated in their efforts to keep our library holdings current in their area of special interest. We have, however, been happy with the provisions that have been made for obtaining copies of journal articles from other libraries in a short period of time and at relatively low cost.

Chemistry

Our portion of the library budget is sufficient to purchase significant new titles in the area of chemistry, as well as several important journal subscriptions. However, the long delay between request of a title and its actual arriving at the library has meant in essence a cut in our book budget. This is because monies are encumbered for books on order for a given fiscal year, but if they do not actually arrive until the next fiscal year they are paid for out of the next year's budget. This is because there is no carry-over of budget monies from one year to the next. This has caused major problems with our department recently. We have on order one set of books (ordered in July, 1978). After we placed this order we were told that we had spent our entire budget, due to this order and orders from past years that arrived this year. Thus far (May, 1979) we have not received any books from last July's order. At this rate that order could very well carry over to the next fiscal year.

Education

a. Appropriate budget to permit complete (and regularly updated) ERIC microfiche holdings.

b. Improved equipment in microforms reading room with copying equipment attached to several machines.

c. Addition of periodicals to include both newer periodicals and older ones not in our holdings.

d. Regular funds to keep children's literature collection up-to-date.

English

While our colleagues in the sciences have equipment budgets that reflect their understandable need for apparatuses necessary to carry on scientific inquiry and experimentation, the library budgets in the humanities and social sciences have not reflected the fact that books and periodicals play a similar and no less significant role in making possible the kind of investigation and research necessary to adequate teaching and learning in the humanities and social science disciplines. During this past year we have placed many of our book orders through sale catalogs and remaindering lists and have in this way been able to stretch our library budget beyond its normal capabilities. In addition, a number of special gifts to the department (as well as the Senior Gift money given by a recent graduating class) have enabled us to make purchases in areas where we would not normally have been able to.

It has been our policy to try to keep current with our ordering to fill in gaps only in areas where we are glaringly deficient. One area where we must make much better progress in filling gaps is in the area of primary texts--e.g., copies of novels, plays, collections of

poetry, especially of major writers. If we are to expect work of distinction from students in upper division English courses then we must make primary texts available to them. This is an area that is especially expensive, since many of the works have long been out of print and can be acquired only by ordering through specialty houses.

Foreign Languages

The library resources need to be strengthened in both primary materials and works of a critical nature in English. Since many of these books must be imported, the decline of the dollar has seriously impaired the number of books that can be acquired on the modest budget allocated by the library. The present allocation of $1,600 is woefully inadequate for a department that is teaching several different languages.

Geography

The staff felt that it would be helpful if there were more monies available for additional journals such as Photogrammetric Engineering and publications put out by the Geologic Society of America. As for instructional media, the staff feels that a few more TV terminals on campus would help our scheduling problems when we assign tapes to be viewed by our classes.

History

Library holdings in history need to be increased. This department is one of the most library-oriented departments at this university. The North Central Report last year (pp. 15-17) underscored the need to build the library's collection in history--end of comment.

Home Economics

Essential: Improvement needed for all home economics programs, to include books and periodicals.

Journalism

Library resources are improving but poor, and still have a long way to go. In the first two years as a separate department, journalism did not have a separate library acquisition account to draw against; subsequently, there has been a library account to draw against for book acquisition, but a gap remains in the library holdings from the early 1930s, the last time journalism was a major, until the late 1960s-early 1970s, when journalism was re-established as a distinct program.

Mathematics

We need increased allocations for books and journals.

Music

Our library holdings are about adequate for our undergraduate programs, but are minimal, at best, for our graduate program. Increased cost of books, scores, and recordings is creating problems in maintaining the current level of effectiveness. Listening equipment, some of which is thirty years old, must be replaced very soon. It is strongly recommended that one of the staff positions at the library be filled by a trained music librarian.

Philosophy

The library resources in philosophy are steadily improving and at present are fairly adequate. During the past eight years we have attempted to order books for the library in such a way as to eliminate

weaknesses in the collection. This year one of our recent graduates gave a substantial gift to the university for the improvement of the library holdings in philosophy.

Physical Education

They seem adequate for our current program. One of the reasons for this may be that much of our literature is "how to do" in nature. The opportunity to purchase scientific and authoritative books has been adequate. The number of and types of periodicals should be increased (for example, American College of Sports Medicine, Sport Psychology, Motor Learning, etc.).

Psychology

Library resources are marginal, especially regarding periodicals, both past and current selections. The Midwestern Periodical Bank appears to be a poor substitute, since it is slow and expensive and does not permit browsing.

Social Work

Currently the department has holdings at Moellering Library and additional holdings in our departmental library. We annually utilize our allotted budget for new purchases at Moellering.

Theology

Several sizeable private donations to our library fund in the last two years have augmented our otherwise inadequate library resources. That recurring complaint is based on the growing conviction that, as the price of books begins to curtail acquisitions for our personal

libraries, Moellering library may no longer be conceived principally as a student library; it will have to serve the more advanced and the more specialized needs of the faculty as well.

Additionally, we shall have to consider the possibility of underwriting the expenses of our publishing scholars for travel to research libraries in Chicago, for example, or Notre Dame. Rising costs begin to make such travel prohibitive in already strained personal budgets.

Economics

The department shares the College of Business Administration library budget among the accounting and administrative sciences departments. Our department has always been treated more than fairly by the College of Business Administration dean, but library resources are still inadequate for our department needs.

First, the North Central evaluators recommended allocating additional dollars to library holdings in general and our department in particular. Secondly, as with other budgetary matters, we have never been able to ascertain the criteria for allocating library budget dollars by university administrators. Though to be fair, Professor Gahl has always been generous in expanding our periodicals' holdings. In summary, in the absence of a specific department budget and only "vague" criteria used by the university in allocating library dollars, it is frustrating, difficult, and unfair to expect our department to participate in budgetary planning on library resources.

College of Engineering

For the purposes of the College of Engineering, the library seems to be adequate.

(Source: Reports to the Council on University Priorities and Planning, Valparaiso University, 1979-1980.)

APPENDIX H

USE OF FUNDS IN THOUSANDS OF DOLLARS

Category of Use	Academic Year				
	74-75	75-76	76-77	77-78	78-79
Instruction	3,952	4,159	4,621	4,771	5,223
Research	6	19	6	12	10
Moellering Library	217	227	243	261	293
Weseman Library	109	114	125	134	243
Instructional Computer	-	-	13	47	49
Other Instructional Support	243	266	267	327	386
Plant and Maintenance	1,024	1,123	1,247	1,404	1,571
Scholarships & Fellowships[1]	2,389	2,777	3,114	3,273	3,147
Public Service	62	63	74	125	119
Restricted Funds[2]	654	336	508	536	216
Transfers[3]	805	679	278	597	374
Total Current Budget Operating Expenditures	12,357	12,671	13,610	14,826	15,339

[1]Mostly pass-through funds from Federal and State governments. Subtract nearly all of funds from State and Federal sources in source table to find portion generated by Valparaiso University Association.

[2]A large part of earlier "restricted" spending was for "pass-through" transactions of departments, etc. Revised bookkeeping procedures toward the end of the period make the smaller "restricted" spending consist more largely of things covered in this table's categories, but hard to separate.

[3]This category declines largely because changes in bookkeeping procedures assign these transfers of internal funds more often to uses designated higher in this table.

APPENDIX I

COMPARISON OF ENROLLMENT AND EXPENDITURES FOR SELECTED SCHOOLS

Indiana Schools	Enrollment	Lib. Expenditure per student	% of gen'l expend. 73-74	FTE students per Librarian	Vols. per FTE student
Anderson	1684	148.8	6.6	374.2	79.1
Butler	2847	88.6	4.0	271.1	59.4
DePauw	2274	121.7	3.9	379.0	89.1
Earlham	1269	209.5	5.1	230.7	168.6
Goshen	1143	85.1	3.2	571.5	80.1
Hanover	1014	182.9	7.3	253.5	135.0
Indiana Central	1580	72.7	3.9	526.6	49.6
Manchester	1142	122.7	5.1	285.5	118.7
St. Joseph's	1047	144.0	5.2	373.9	164.4
Taylor	1421	94.1	4.1	315.7	83.1
Evansville	3455	109.4	5.5	575.8	48.3
Notre Dame	8208	222.6	5.0	221.8	148.7
Valparaiso*	4971	73.9	4.1	564.8	57.8
Non-Indiana Schools					
Roosevelt U.	4297	146.9	5.9	349.3	67.7
U. of Hartford	5420	85.2	3.1	602.2	43.2
Catholic U.	5156	252.1	6.0	151.2	187.8
Bradley	4251	108.1	4.3	500.1	62.4

*These are figures as reported. The enrollment figure apparently includes the Law School and all nursing divisions.

Source: National Center for Education Statistics.

APPENDIX J

LAMP COMPARISONS

(BASED ON 400 WATT STANDARD SIZES)

LAMP	INITIAL LPW	LIFE (HRS.)	LLD	CU(2)	BURNING POSITION	MINUTES WARM UP	MINUTES HOT RESTART	COST	COLOR
INCANDESCENT	20	3,000 2,000 (QTZ)	.85	HIGH	ANY	0	0	VERY LOW	EXCELLENT
MERCURY	55	24,000+	.80(1)	MED.	ANY	5-7	3-6	LOW	GOOD
FLUORESCENT	80	18,000	.85	VERY LOW	ANY	0	0	LOW	GOOD
METAL HALIDE	85	15,000 V 10,000 H	.75 V .60 H	HIGH	ANY	2-4	10-15	MED.	EXCELLENT
METAL HALIDE LAMPS REQUIRING SPECIAL BALLASTS (EXAMPLE: G.E. "I-LINE)	85	15,000 V 10,000 H	.60 .50	HIGH	ANY	3-5	15-20	MED.	EXCELLENT
HIGH PRESSURE SODIUM	125	24,000+	.90	HIGH	ANY	3-4	1	HIGH	GOOD
SPECIAL BALLAST HPS (EXAMPLE: G.E. "E-Z LUX")	87	12,000	.90(3)	HIGH	BU BD	4	3	HIGH	ACCEPTABL
LOW PRESSURE SODIUM	183	18,000	1.0(4)	VERY LOW	HORIZ.	12	0-5	HIGH	VERY POOR

(1) BASED ON 16,000 HOURS NOT 24,000.

(2) CU'S = HIGH .60+, MED. .40+, VERY LOW--LESS THAN .30.

(3) .9 ASSUMING LAMP WATTAGE CONSTANT ON REFERENCE BALLAST---HOWEVER LAMP WATTAGE WILL DROP OFF AS LAMP AGES. USE .75 FOR REALISTIC LLD.

(4) LUMEN OUTPUT REMAINS CONSTANT BUT LAMP WATTS INCREASE BY 34% THROUGH LIFE.

APPENDIX J--continued

Rated	Watt	Lamp Type	Light Output (Lumens)	Lamp Life (Hrs.)	Lamp Cost * $/Lamp	Lamp Cost * $/Year	** Power Cost $/Year	Lamp + Power Cost $/Year	Annual Light Cost $/100,000 lumens
Fair	1500W	Quartz (Q1500T3/CL) (Good for only portable or short hours use).	34,730	2,000	$9.15	$40.08	$394.20	$434.28	$1,250.00
Poor	1000W	Incandescent (Good for only short hours use per year).	23,740	1,000	$2.39	$22.49	$262.80	$285.49	$1,200.00
Very Poor	750W	Mercury (H750S37) (Self-Ballasted - Good for only short hours use per year & very costly replacement).	19,400	16,000	$47.91	$26.23	$197.10	$223.33	$1,430.00
Fair	400W	Mercury on 130VDC (Good only when AC IS NOT AVAILABLE - 740 Watts Total)	22,500		$6.10		$194.47		
Fair	1000W	Standard Mercury (Obsolete).	47,500	24,000	$12.43	$4.34	$289.08	$293.62	$ 618.14
Very Good	2x15W	2 - 4' Fluorescent*** (Very good for low mounting inside building).	2x2770	20,000	$2x.93	$2x.42	$ 20.50	$ 21.34	$ 385.20
Excel.	2x40W	2 - 8' Slimline *** (Fluorescent - Excellent for low mounting inside - Also low fixture cost).	2x3400	12,000	$2x1.93	$2x1.41	$ 35.74	$ 38.56	$ 357.04
Very Good	2x95W	2 - 8' - 800MA *** (Fluorescent - Excellent for inside medium to low mounting - low fix cost & low maintenance cost).	2x7800	12,000	$2x2.04	$2x1.49	$ 33.71	$ 38.69	$ 376.21
Excel.	175-1500W	Multi-Vapor (very efficient--good color)							
Excel.	150W	H.P. Sodium	14,400	24,000	$19.32	$7.05	$ 43.36	$ 50.41	$ 350.07
"	250W	Sodium LU250/S	27,000	24,000	$24.00	$8.76	$ 72.27	$ 81.03	$ 300.11
"	400W	H.P. Sodium	45,000	24,000	$19.50	$7.12	$115.63	$122.75	$ 272.77
"	1000W	H.P. Sodium	126,000	24,000	$52.37	$19.12	$289.08	$308.20	$ 244.60
Excel.	35-180W	L.P. Sodium (for lower elevations--very poor color--yellow)							

* Lamp Cost used is 30% of list.

** Power Cost (Includes + 10% for Ballast Loss) used is $ .03/KWH

*** Fluorescent Fixtures given for G.E. MaxI-Miser II Ballast, GE Watt - Miser II Lamps, and Total Ballast Watts.

INFORMATION TAKEN FROM G.E. LAMP CATALOG - 8,760 Hours used per year.

More effic

It's y

Lamps and the fixtures they are used in affect not only the performance of the visual task, but also the economics of the system, the building module, the electrical wiring system, and—because all lighting energy is converted to heat—the heating, ventilating, and air-conditioning (HVAC) system.

Today, there are so many different light sources available that you should be able to choose the right energy-efficient light source for a given task. Not only are there more varieties, but now there are new groups of lamps with electrical and light output characteristics far superior to the familiar incandescent and fluorescent lamps. And today, with our important concern for energy efficiency, you'll find numerous sources of expert advice from your local utility, electrical equipment distributors and manufacturers, electrical contractors, and consulting engineers.

For most indoor commercial and industrial applications, lamps can be divided into several categories: incandescent, fluorescent, and high intensity discharge (mercury vapor, metal halide, high pressure sodium, and low pressure sodium). Their basic characteristics are shown in Figure 3. At one extreme is the incandescent lamp, the least expensive to buy, but the least efficient in converting energy to light. Its main benefits are low cost, color, and ease of installation. At the other extreme is the low pressure sodium lamp. Although it seldom is used for indoor applications, it is the most efficient converter of electricity to light. The other light sources fall between these extremes.

Type Lamp	Lamp Watts	Initial Lumens	Rated Life Hours
Incandescent	200	4,000	750
Fluorescent	40.7	3,250	12-20,000
Mercury Vapor	400	23,000	16-24,000
Self-Ballasted Mercury Vapor	450	14,500	16,000
Metal Halide	400	34,000	7.5-15,000
High Pressure Sodium	400	50,000	20-24,000
Low Pressure Sodium	180	33,000	18,000

Figure 3: Characteristics of selected lamps.

While efficiency alone should not be your only consideration in the selection of lamp type, it is an important characteristic. In most cases, a more efficient light source can be substituted for a less efficient source with little if any loss in task visibility or color rendition. The total annual owning and operating cost (life-cycle costing) savings achieved will help to lower your electric utility bill.

...t is lamp efficiency?

You don't have to be told your electricity costs are increasing. What you want to know is, "What can

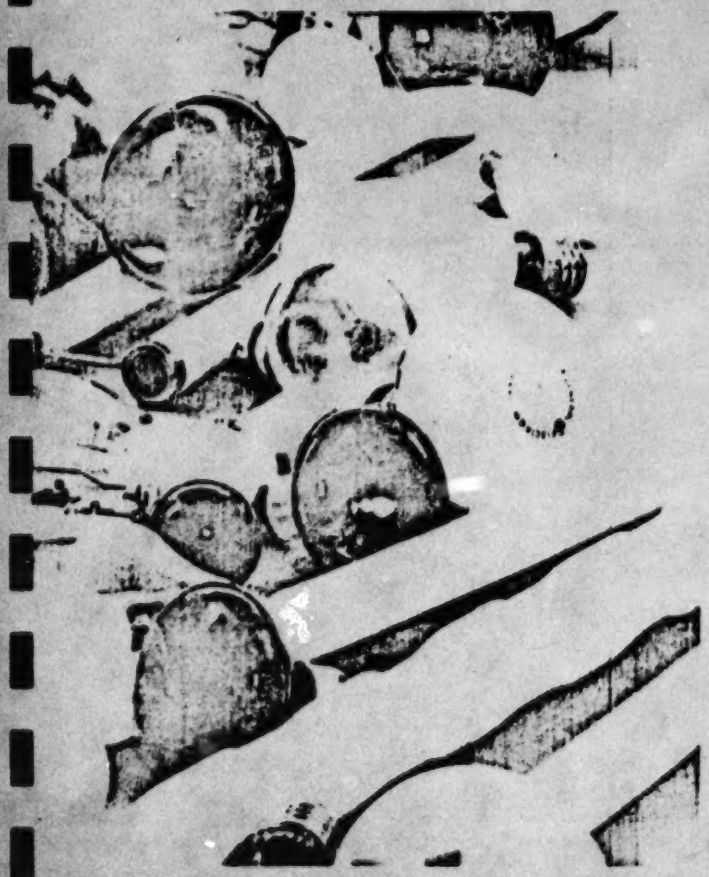
National Lighting Bureau, Getting the Most From Your Lighting Dollar, Dept. of Energy , April 20, 1977.

light sources: choice

I do about it?" One thing you can do is use a more efficient light source. To do this, evaluate lamp efficiency, which is measured in *lumens per watt.* Lumens are a measure of light output from the lamp. Watts are a measure of electrical energy input. Thus, the more lumens which a lamp produces from each watt of input, the more efficient it is. The typical ranges in efficiency for the six main lamp categories are shown in Figure 4.

You can compare *lumens per watt* to another important energy efficiency indicator, *miles per gallon:* the efficiency with which a car uses gasoline.

Just as different cars have different efficiency ratings, so do lamps.



Incandescent Lamps

The incandescent lamp can be considered the basic light source, because it is the one in most common use. It also is the lamp category with the poorest efficiency (lowest lumens per watt ratings).

The popularity of the incandescent lamp is due to the simplicity with which it can be used and the low price of both the lamp and the fixture. Also, the lamp requires no special equipment, such as a ballast, to modify the characteristics of its power supply (electricity to the fixture).

The most common types of incandescent lamps are: the "A" or arbitrary bulb-shaped lamp; the "PS" or pear-shaped lamp; the "R" or reflector lamp; the "PAR" or sealed-beam lamp, and the tungsten-halogen lamp.

The tungsten-halogen lamp, like the other incandescent lamps, uses a tungsten filament as the light source. Unlike others, however, a "family of elements" known as halogens is put into the lamp. The halogens prevent lamp walls from darkening as quickly as those of other incandescent lamps, so more light is available to the task or work surface. In other words, the light output of tungsten-halogen

	Lumens per watt
Incandescent	20
Fluorescent	83
Mercury Vapor	63
Metal Halide	115
High Pressure Sodium	140
Low Pressure Sodium	183

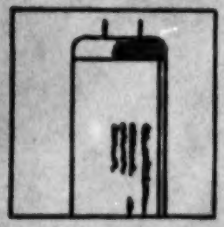
Figure 4: Comparative efficiencies (in lumens per watt) of different lamp types.

APPENDIX J--continued

lamps does not drop off as rapidly as the light output of other incandescent lamps.

The efficiency of incandescent lamps increases as lamp wattage increases. This makes it possible to save on both energy and fixture costs whenever you can use one higher wattage lamp instead of two lower wattage lamps. For example, one 100-watt GS (general service) lamp produces more light (1740 lumens) than two 60-watt GS lamps (860 lumens each for a total of 1,720 lumens).

The specific type of incandescent lamp used and the kind of fixture involved also make a difference. For example, a 75-watt ellipsoidal reflector lamp delivers more light in a stack-baffled downlight than a 150-watt R-40 lamp.



Fluorescent Lamps

The fluorescent lamp is the second most common light source. It's found in homes, stores, offices and industrial plants. It is easily distinguished by its tubular design—circular, straight or bent in a "U" shape. In operation, an electric arc is drawn along the length of the tube. The ultraviolet light produced by the arc activates a phosphor coating on the inside wall of the tube, causing light to be produced.

Unlike the incandescent lamp, the fluorescent lamp requires a ballast to strike the electric arc in the tube initially and to maintain the proper voltage and current to the lamp to maintain that arc. Proper ballast selection is important to optimum light output and lamp life.

Lamp sizes range from four watts to 215 watts. The efficiency (lumens per watt) of a lamp increases with lamp length (from four feet to eight feet). The reduced wattage fluorescent lamps introduced in the last few years use from 10 percent to 20 percent less wattage than conventional fluorescent lamps, depending on size.

For most applications, the cool white and warm white lamps provide very acceptable color and energy efficiency ratings.

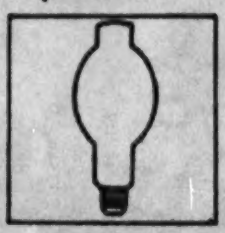
Like the incandescent lamp, the fluorescent lamp can be operated to produce lower light levels. This is done with special ballasts and controls for dimming from 100% to 0% of output, or by multi-level ballasts that step down light output to specific levels (*e.g.*, 75%, 50%, etc.).

Fluorescent lamp life is rated according to the number of operating hours per start, for example, 20,000 hours at three hours operation per start. The greater the number of hours operated per start, the greater the lamp life. Because fluorescent lamp life ratings have increased, however, the number of times you turn a lamp on or off has become less important.

As a general rule, if a space is to be unoccupied for more than a few minutes, you should turn the lamps off.

High Intensity Discharge (HID) Lamps

"High intensity discharge" or "HID" is the term commonly used to designate four distinct types of lamps that actually have very little in common. The four types of lamps are mercury vapor, metal halide, high pressure sodium, and low pressure sodium. Each requires a few minutes (one to seven) to come up to full output. Also, if power to the lamp is lost or turned off, the arc tube must cool to a given temperature before the arc can be restruck and light produced. Up to seven minutes (for mercury vapor lamps) may be required.



Mercury Vapor Lamps

The mercury vapor lamp produces light when the electrical current passes through a small amount of mercury vapor. The lamp consists of two glass envelopes: an inner envelope in

APPENDIX J--continued

which the arc is struck, and an outer or protective envelope. The mercury vapor lamp, like the fluorescent lamp, requires a ballast designed for its specific use. Special ballasts are required for dimming.

Mercury vapor lamps have found greatest use in industrial applications and outdoor lighting, because of their low cost and long life (16,000 to 24,000 hours).

The color rendering qualities of the mercury vapor lamp are not as good as those of incandescent and fluorescent lamps. A significant portion of the energy radiated is in the ultraviolet region. Through use of phosphor coatings on the inside of the outer envelope, some of this energy is converted to visible light. As a result, the color rendition and lamp efficiency of phosphor-coated mercury vapor lamps is better than that of their clear (no phosphor coating) counterparts. The development of phosphor-coated mercury vapor lamps has enabled lighting designers to use this type of HID lighting for many indoor applications, in lobbies and hallways, retail display areas, and many others.

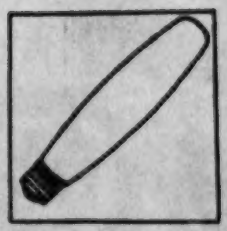
Mercury vapor lamp sizes range from 40 to 1,000 watts.

Metal Halide Lamps

The metal halide (MH) lamp is very similar in construction to the mercury vapor lamp. The major difference is that the metal halide lamp contains various metal halide additives in addition to mercury vapor.

The efficiency of metal halide lamps is from 1.5 to 2 times that of mercury vapor lamps. Almost all varieties of available "white light" metal halide lamps produce color rendering which is equal, or superior, to presently available mercury vapor lamps.

Metal halide lamp sizes range from 175 to 1,500 watts. Ballasts designed specifically for metal halide lamps must be used.

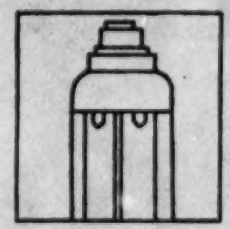


High Pressure Sodium Lamps

The high pressure sodium (HPS) lamp has the highest lamp efficiency of all lamps normally used indoors. It produces light when electricity passes through a sodium vapor. This lamp also has two envelopes, the inner one being made of a polycrystalline alumina in which the light-producing arc is struck. The outer envelope is protective, and may either be clear or coated.

Because the sodium in the lamp is pressurized, the light produced is not the characteristic bright yellow associated with sodium, but rather a "golden white" light. Although the HPS lamp first found its principal use in street and outdoor lighting, it now is a readily accepted light source in industrial plants. It also is being used in many commercial and institutional applications as well.

HPS lamp sizes range from 70 to 1,000 watts. Ballasts designed specifically for high pressure sodium lamps must be used.



Low Pressure Sodium Lamps

The low pressure sodium (LPS) lamp is the most efficient of all, providing up to 183 lumens per watt. Unfortunately, its use indoors is severely restricted because it has a monochromatic light output. What this means, essentially, is that reds, blues and other colors illustrated by an LPS light source all appear as tones of gray.

Low pressure sodium lamps range in size from 35 watts to 180 watts. Ballasts designed specifically for LPS must be used. The primary use of the lamps is currently for street and highway lighting as well as outdoor area and security lighting. Indoor applications such as warehouses are practical where color is not important.

Getting more from

In almost all cases, it is possible to make some very simple changes that will improve the efficiency and the quality of illumination of your present lighting system. In making these changes, however, it is important to consider the benefits of some of the more extensive modifications. Depending on your point of view, a $1,000 modification that pays for itself (in energy cost savings) in just one year may be less expensive than a $100 modification that won't pay for itself for five years.

Here are some of the techniques you can use to get more from your present lighting system.

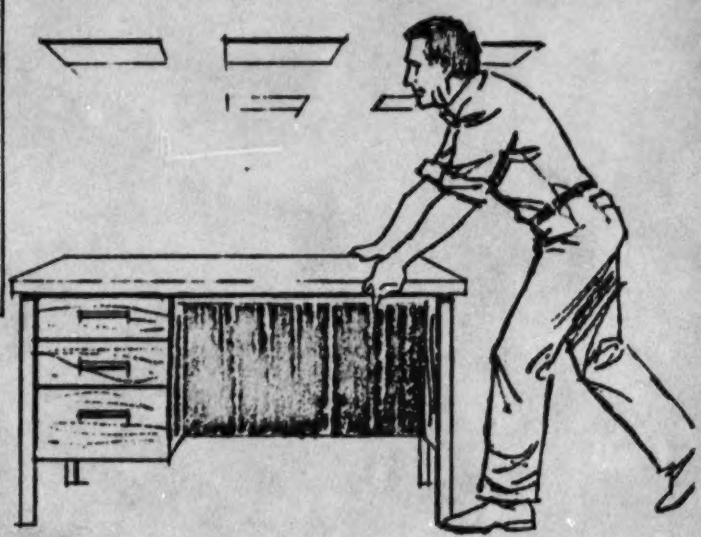
	9-5	5-12	12-6	6-9
A	ON	ON	OFF	ON
B	ON	OFF	OFF	OFF
C	ON	OFF	ON	OFF
D	OFF	ON	ON	ON
E	OFF	OFF	OFF	ON

Establish a lighting schedule

If your building is often used after-hours, either by late shifts or by maintenance personnel, consider developing a lighting schedule that tells people which lights should be on or off at certain times. All too often, for example, custodial personnel will turn on all lights in a space, even though just one or two are needed. In some cases it may be worthwhile to color-code various switches, so people know that switches painted a certain color should not be activated after 5 PM.

Reorient work stations

One of the main problems with uniform lighting is that it often provides more light than is needed to perform some of the tasks in the illuminated space. If all the tasks in the space require generally the same level of illumination, however, very little of the lighting is wasted. Can you reorient work stations in your building to take maximum advantage of an existing uniform system? If so, you may be able to save energy and money by grouping tasks requiring the same lighting levels and adjusting the light output of the system accordingly. Additional savings may be possible by placing those work stations requiring the highest level of illumination near windows, to take advantage of natural day-lighting.



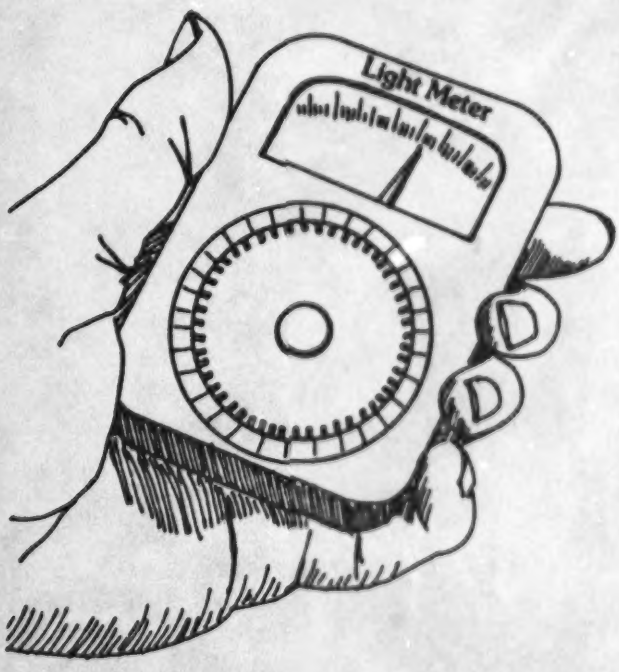
Your present system

Campaign for better use

One of the major causes of lighting energy waste is leaving lights on when they're not needed. Campaign for better use with signs, posters, meetings with employees, and person-to-person individual contact. Light switch stickers which remind people to turn off lights when they leave the room can be especially effective.

Modify illumination level

Modifying the illumination level, or changing the amount of light produced by a system or fixture, can be done by: changing the type or quantity of lamps used, changing the type or quantity of luminaires, or by adding new controls and associated equipment. In any case, illumination levels should not be adjusted at all if a change may result in lowered productivity, safety or security. Before adjusting illumination levels, therefore, the best procedure is to determine the level of illumination needed, and then conduct a lighting survey to identify the levels that are currently being supplied. This survey can be performed quickly and easily by using a standard lightmeter, and following the manufacturer's instructions for use. The condition of lamps, fixtures, and room surfaces also should be considered.



Use more efficient lamps

Lamps have already been discussed at some length. In general, the lamp that provides the most lumens per watt will be the least expensive in the long run, due to the ever-increasing cost of energy. Because more than efficiency is involved, however, many factors have to be considered before an extensive relamping program is started. Some of these factors include: the type of fixtures installed and the types of lamps that can fit into them; the light output of the lamps in relation to the amount of illumination needed; the color rendering quality of the lamps; the cost of the lamps; the cost of modifying fixtures to accept a new type of lamp, and the cost of new fixtures.

In determining what type of lamps to use in a lamp retrofit program, bear in mind that manufacturers have made significant progress in recent years. More efficient lamps of the same kind as are now installed can be used in the same fixture. In addition, certain types of lamps that ordinarily require a special fixture or ballast have been made so they are compatible with another type of luminaire.

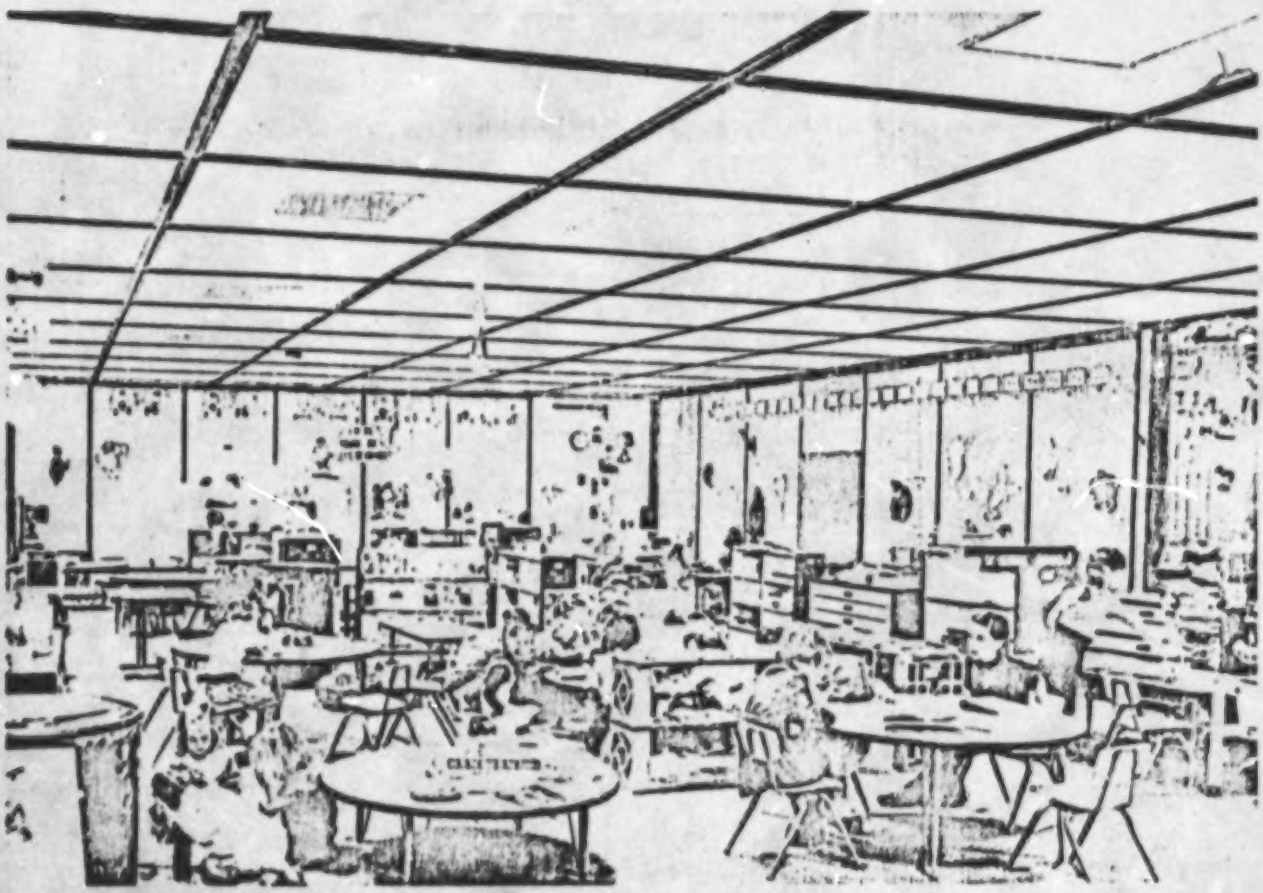
Standard
75-Watt 8-Foot Fluorescent, 84 L/W

Energy Saving
60-Watt 8-Foot Fluorescent, 93.3 L/W

Remove unnecessary lamps

A lamp is unnecessary *only* if it can be removed without impairing the lighting system's ability to meet the illumination required to support worker productivity. This means that, once lamps are removed, the lighting system still can provide the level of illumination needed, free of glare, shadows or other undesirable viewing conditions.

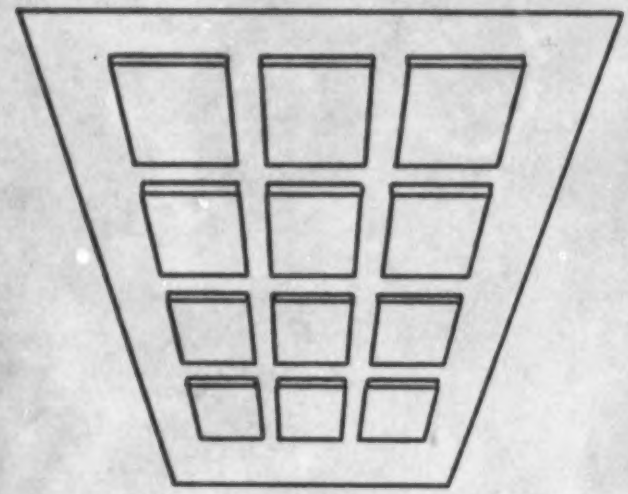
When removing fluorescent or high intensity discharge lamps, also remove the ballast, or disconnect it in place. If it is left connected to the power source it will continue to consume energy even though it serves no useful purpose. An alternative is to remove one lamp and insert a capacitor fluorescent lamp substitute device. When two-lamp fluorescent fixtures are mounted in a row and maintenance of a uniform system still is desired, remove lamps in alternate fixtures of the row (rather than removing one entire row) to help maintain quality lighting. Be sure to check the level of illumination once lamps are removed. It may be necessary to replace some of the remaining lamps with similar lamps having higher output. This technique will take away little from your total energy savings, and will help ensure that the system continues to provide adequate lighting.

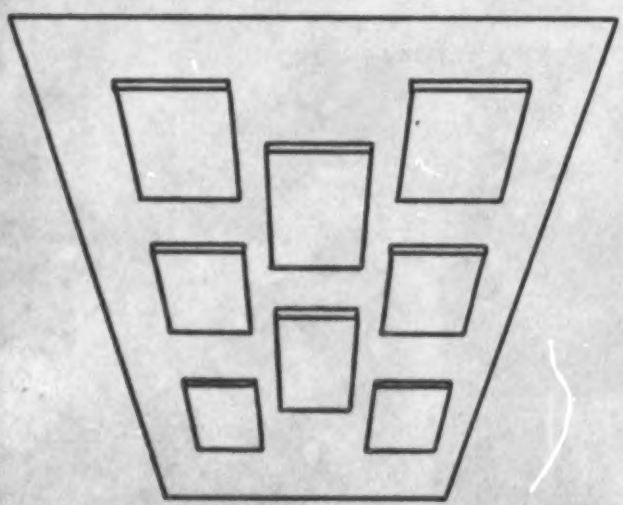


APPENDIX J--continued

Modify existing luminaires and their location

There are several effective ways to modify luminaires. When the luminaires involved are outdated or damaged, however, the most effective "modification" is replacement. A modern luminaire that has good cleaning capabilities and that uses high efficiency lamps with good lumen maintenance characteristics very often will pay for itself in a short period of time. More details on what to look for in a luminaire are provided elsewhere in this publication, starting on page 19.

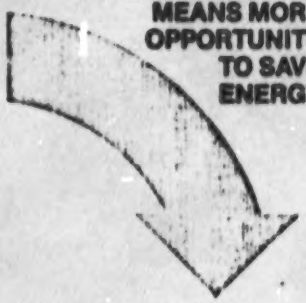


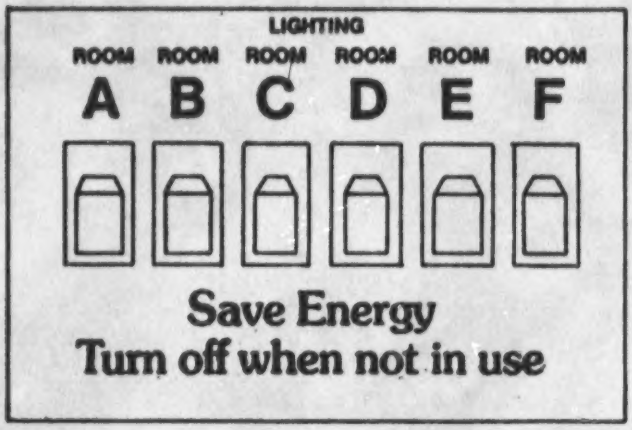


If an existing luminaire is not providing enough light, and it cannot be made to provide enough even through replacement of lamps, look into the possibility of lowering the luminaire. It may be enough to provide the illumination level needed for the task. Naturally, also consider the use of a portable desk lamp, which may be enough to do the job without modifying the luminaire at all.

If the luminaire and work station are oriented so that the person performing the task must deal with veiling reflections, consider moving the luminaire, but not before you first consider the effect of moving the work station. When possible, try to orient work stations and luminaires so the light from the luminaire falls on the task from the side. Research has shown that light from a luminaire that is above and in front of a work station tends to create veiling reflections.

In some cases, luminaire efficiency can be improved substantially by changing the lens. Discolored plastic lenses, for example, rob you of the light you are paying for. But even a lens that is in good condition may be inadequate for your needs. Look into changing luminaire lenses to one of the several different types now available that provides special light distribution patterns. For example, linear and radial batwing lenses, parabolic louvers and light polarizing materials may be able to provide better task visibility with the same or even reduced wattage. Competent technical advice is needed in this area before any decision is made, however, to determine which specific kind of lens is best for a particular lighting system and work environment involved. Be especially careful of replacing a lens with one that is much heavier. The luminaire may not be designed to handle the extra weight.





Modify controls

Control modifications can result in substantial cost and energy savings. In many cases, a building's light switching system was designed so that the central panel board is the only means of controlling large blocks of lighting. This arrangement presents no problem during the day, when the space is filled with workers. However, if just one or two workers stay after hours, all the luminaires in the space may have to be on, because there is no way to energize only the three or four that are needed. Localized controls, such as those near doorways that control small groups of luminaires, can be very effective. Although this kind of switching modification may be somewhat expensive, in many cases the payback—the amount of time required for savings to equal installation cost—is very short.

Other control modifications also are possible. For example, by adding dimming controls to a uniform lighting system, you can almost achieve the same benefits provided by a nonuniform system. This is especially true in the case of incandescent lighting, where dimming systems can be added easily at low cost.

In some situations photocell switching also can be useful. In the case of spaces that receive a lot of daylighting, for example, a photocell can be used to automatically turn off certain luminaires when daylighting illumination reaches a certain level.

Change ballasts

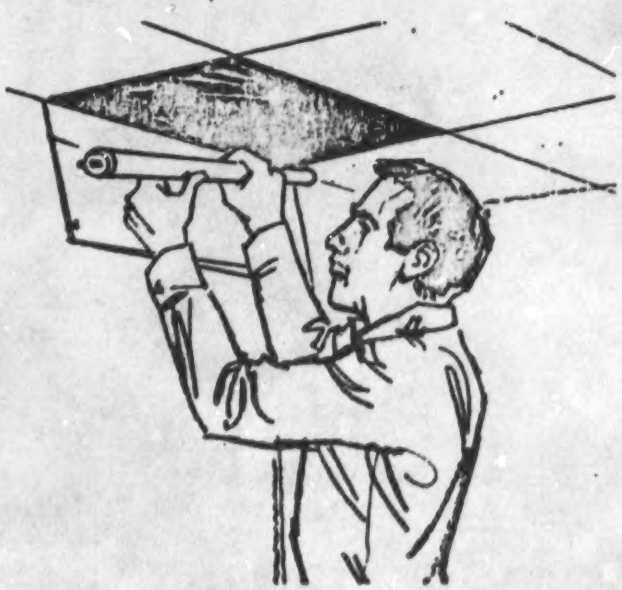
New types of ballasts now available can reduce lighting energy consumption by as much as 8 percent, without loss of light. Other new ballasts, that reduce light output to a small degree, can cut lighting energy consumption by as much as 18 percent. As such, replacing ballasts should be considered an effective lighting energy management option that can be implemented on a group reballasting basis, or integrated into routine lighting maintenance operations.

In any event, reballasting should be considered along with other options. If you decide to add multilevel or dimming controls, for example, special ballasts will be required.

Improve maintenance

In many case, changed maintenance programs and procedures can result in substantial improvements. Simple techniques such as cleaning luminaires, lamps and lenses on a regular basis; following relamping schedules; cleaning surfaces in the illuminated space, and other techniques improve the quantity and quality of illumination created by the existing system, and so offer opportunities for both cost and energy savings.

This subject is discussed in more detail starting on page 21 of this publication.



APPENDIX K

PROPOSAL FOR REFERENCE DEPARTMENT INSTALLATION
On-Line Facility for Searching Automated Data Bases

T. I. 785 portable data terminal/printer	$2445
Maintenance contract, 5 years	1500
Manuals and thesauri	335
Printer paper	100
Introductory training/experience (5 hrs. @ $20)	100
Subsidy for introduction/demonstration	1000
Total . . .	$5480

Modifications could be applied:

Maintenance for just one year ($300)--reduces . .	$1200
Eliminate introductory training --reduces	100
Eliminate demonstration subsidy--reduces	1000
Total reduction	$2300

Thus a base start-up cost could be $3180.

John R. Lepke
Feb. 6, 1980

APPENDIX L

PROPOSAL OF ACTION-ORIENTED PROGRAM FOR HENRY F. MOELLERING MEMORIAL LIBRARY

It is proposed that to enhance the role played by Moellering Library as a center of learning for the students and faculty of Valparaiso University that a computerized circulation system be installed.

The installation of such a program, in place of a manual operation, would accomplish the following. First, it would increase dramatically the efficiency, accuracy, and speed of circulation transactions, the immediate identifying of books in use, and the rapid notifying of delinquent users. In an academic community, this kind of capability will frequently be priceless. Second, economies of time gained over the present manual system will make staff available for more important functions, particularly in the direction of more effective assistance in the use of the library. Third, an acquisitions module would provide not only the capability of automating the ordering of books but would make possible the printing out of valuable selective and specialized subject bibliographies, and would lead to the eventual development of an on-line card catalog.

The system most widely used today is the CSLI "LIBS 100," Newtonville, Massachusetts. The cost of the various components would be: the basic unit $130,000, an additional module for ordering materials $40,000, provision for proper temperature, sound, and humidity control $5,000, labor charges for the conversion process $11,250, and maintenance and service charges for the first year $20,000.

M'ELLERING LIBRARY PROPOSAL FOR CAPITAL GRANT

A computerized circulation system would greatly enhance the library's service to the University community and neighbors.

A circulation system consists mainly of the storage, manipulating, and reporting of data; these are the functions in which an electronic computer is highly efficient.

Purchase, installation, and inauguration of a "LIBS 100" computer, produced by CLSI of Newtonville, Massachusetts, is proposed. It is the most widely used library computer in the nation; it is the best proven in use.

Among the capabilities of the "LIBS 100" are:

maintain files of bibliographic data on the library's holdings

maintain identification files on the library's users

record borrowing and returning of books

record borrowing and returning of reserved items

record requests for holds

record orders for new books

record newly received materials

report immediately on status of library materials and users

print: notices: overdue materials

fines

requests for returns

bills for lost books

catalogs of complete library holdings

selective and specialized catalogs

data on all items charged to any borrower

print--continued

statistics: holdings

circulation

overdue books

lost books

in toto and selectively:

provide an on-line catalog to the library collection

provide catalogs selectively, as by subject headings or classification

The benefits gained by such a computer installation would be functional, educational, and monetary. Functionally, there would be marked increases in the efficiency, accuracy, and speed of the library's services. Educationally, staff members would be freed for more and better service, instruction, and assistance to library users. The number of books accessible and available for use would be increased. Monetarily, savings should be realized through reduction in the number of staff required in the library, with all of the functions sketched in the capabilities listed above being handled by the computer; presently, all are done manually.

Estimated costs of the "LIBS 100" computer which would serve the library adequately for the foreseeable future are:

Purchase price (basic computer, single terminal)	$130,000
Addition of Module (ordering, subject catalog)	40,000
Housing (temperature, sound, humidity control)	5,000
Labor charges for conversion of records	33,333
Labels for conversion (cards and books)	11,250
Maintenance and service for first year	20,000
Total . . .	$239,583

APPENDIX M

A PROGRAM OF LIBRARY INSTRUCTION

A newcomer to a college library staff is concerned about library instruction. This is a program of 21 objectives suggesting how he (she) might develop library instruction.

The program's goal is to increase the library familiarity and skill of students and faculty, to equip them for continuing and deepening learning and for more creative and satisfying living.

Each of the objectives would probably become an intermediate goal, with its own contributing objectives.

1. Constituting all reference department staff members to be library instructors.
2. Establishing all library instructors to be fully participating members of the college community.
3. Situating and scheduling library instructors so as to be easily accessible and available to persons entering the library, and close to the reference tools of the library, including the catalog.
4. Introducing the services and instructional personnel of the library, briefly, as soon as possible after new students and faculty arrive on the campus.
5. Training library instructors for careful listening and response to the needs of each enquirer.
6. Directing library instructors to approach any user in the library who might appear hesitant, offering help.
7. Assuring assisted persons that further help is available for just the asking.

8. Interpreting what is being done and why, whenever assisting an enquirer; and identifying sources whenever assistance is given by mail or telephone.
9. Cultivating classroom instructors and developing increasingly closer co-operation with them, beginning with those appreciative of the library.
10. Seeking designation of a classroom teacher from each department to serve as a library liaison representative.
11. Developing packaged programs for routine introduction and guidance to library facilities and tools, emphasizing hands-on experience: directories, flip charts, slide sets, sheets and booklets, color coding, cassette tapes, pathfinders, and other audio-visual and computer programs, as equipment becomes available.
12. Suggesting bibliographies for course outlines.
13. Introducing library tools in class sessions of courses in co-operation with classroom instructors.
14. Guiding library tours of related collections and tools for class members and their teacher in groups of about six.
15. Soliciting invitations and sharing in departmental meetings for course planning.
16. Citing new acquisitions and new publications to classroom teachers.
17. Highlighting new acquisitions and selected items from the collection, via available public relations media.
18. Instructing in library resources and their use, in connection with at least one course each semester for each student.

19. Discovering, developing, refining, and administering library skills tests.

20. Developing and training a corps of students drawn from every department in the college to serve as bibliographic aides to the faculty.

21. Sharing and refining of library instruction materials and techniques with other institutions, bilaterally and through groups such as the Library Orientation Exchange at Eastern Michigan University, Ypsilanti.

John R. Lepke
July 10, 1975

APPENDIX N

FORMULAS FOR NUMBER OF VOLUMES AND LIBRARIANS PER SCHOOL

Formula A--The formula for calculating the number of relevant print volumes (or microform volume equivalents) to which the library should provide prompt access is as follows (to be calculated cumulatively):

1.	Basic collection	85,000 volumes
2.	Allowance per FTE Faculty Member	100 volumes
3.	Allowance per FTE student	15 volumes
4.	Allowance per Undergraduate Major or Minor field	350 volumes
5.	Allowance for Masters Field when no higher degree is offered in the field	3,000 volumes

Minimum as per Formula A

Valparaiso University

1.	Basic collection	85,000 volumes
2.	Allowance per FTE Faculty Member (293x100)	29,300 volumes
3.	Allowance per FTE student (3662x15) . . .	54,930 volumes
4.	Undergraduate majors and minors (29x350) .	10,150 volumes
5.	Master's Degrees (2x3,000)	6,000 volumes
	Total . .	185,380 volumes
Current holdings Valparaiso Moellering Library		200,000+ volumes

APPENDIX N--continued

Formula B--The number of librarians required by the college shall be computed as follows (to be calculated cumulatively):

For each 500, or fraction thereof, FTE students up to 10,000	1 librarian
For each 1,000, or fraction thereof, FTE students above 10,000	1 librarian
For each 100,000 volumes, or fraction thereof, in the collection	1 librarian
For each 5,000 volumes, or fraction thereof, added per year	1 librarian

Libraries which provide 100 per cent of these formula requirements can, when they are supported by sufficient other staff members, consider themselves at the A level in terms of staff size; those that provide 75-95 per cent of these requirements may rate themselves as B; those with 55-74 per cent of requirements qualify for a C; and those with 20-54 per cent of requirements warrant a D.

APPENDIX O

IMPORTANCE/SUCCESS SURVEY--LETTER AND QUESTIONNAIRE

Moellering Library
Valparaiso University
December, 1979

Dear Member of the Valparaiso University Community:

You have been chosen to help the Moellering Library Study Team evaluate the services provided to the University by this library. All faculty members are being asked to participate in this survey, together with a cross-section sample of students totaling about one-tenth of the current enrollment.

You will find that the questionnaires are simpler than they appear at first glance. Please complete yours as soon as possible and return in the envelope provided no later than Monday, December 17. Two of the task forces created by the study team plan to analyze the results as soon as classes resume in January.

First, will you provide some background information (circle one):

Are you a (1) student, (2) faculty member, or (3) staff member?

If a student, are you a (1) freshman, (2) sophomore, (3) junior, (4) senior, or (5) graduate student?

What college of the university are you affiliated with?

College: _____

What department, if any, in that college are you most closely affiliated with? For a student, that means the department of the first major or the department offering the most courses in an interdisciplinary major. If undecided, say so.

Department: _____

Beginning on the next page, there is a list of services that a college library tries to provide. We would like to know two things about each kind of service at Moellering.

First, how IMPORTANT is it to you? We realize that different individuals and groups have different needs. We are faced with limited resources and cannot furnish everything that everyone desires. Consequently we must focus our energies and resources on what you, the users, consider most important. Our second question has to do with how well we are presently meeting your needs, that is, how SUCCESSFUL the library has been.

You are asked to make two evaluations for each service listed. First, indicate its importance by circling a number on the scale of 1 to 5 opposite the word, "IMPORTANCE." Then for the same item, indicate how successful Moellering Library is in meeting that need for you by circling the number opposite the word, "SUCCESS," that best represents your judgment. The number 1 represents minimum importance or success and the number 5 represents maximum.

Your first reaction will probably be your best answer, so complete the questionnaire quickly and don't spend too much time on any one question. If you have never thought of some particular service, you might indicate that by marking minimum importance and minimum success. Try, however, to differentiate between the needs that are VERY important and those that are less important.

EXAMPLE:

Your need for a car

IMPORTANCE (min) 1 2 (3) 4 5 (max)

SUCCESS (min) (1) 2 3 4 5 (max)

APPENDIX O--continued

IMPORTANCE/SUCCESS QUESTIONNAIRE

		(min)				(max)
	1. IMPORTANCE	1	2	3	4	5
Need for course-related books						
	26. SUCCESS	1	2	3	4	5
	2. IMPORTANCE	1	2	3	4	5
Need for course-related periodicals						
	27. SUCCESS	1	2	3	4	5
	3. IMPORTANCE	1	2	3	4	5
Need for course-related indexes and abstracts						
	28. SUCCESS	1	2	3	4	5
	4. IMPORTANCE	1	2	3	4	5
Need for course-related dictionaries, encyclopedias, and other reference materials	29. SUCCESS	1	2	3	4	5
	5. IMPORTANCE	1	2	3	4	5
Need for course-related government documents						
	30. SUCCESS	1	2	3	4	5
	6. IMPORTANCE	1	2	3	4	5
Need for course-related newspapers						
	31. SUCCESS	1	2	3	4	5
	7. IMPORTANCE	1	2	3	4	5
Need for books for personal reading and research						
	32. SUCCESS	1	2	3	4	5
	8. IMPORTANCE	1	2	3	4	5
Need for periodicals for personal reading and research	33. SUCCESS	1	2	3	4	5
	9. IMPORTANCE	1	2	3	4	5
Need for indexes and abstracts in personal reading and research	34. SUCCESS	1	2	3	4	5
	10. IMPORTANCE	1	2	3	4	5
Need for reference materials in personal reading and research	35. SUCCESS	1	2	3	4	5
	11. IMPORTANCE	1	2	3	4	5
Need for government documents for personal reading and research	36. SUCCESS	1	2	3	4	5
	12. IMPORTANCE	1	2	3	4	5
Need for newspapers for personal reading and research	37. SUCCESS	1	2	3	4	5
	13. IMPORTANCE	1	2	3	4	5
Need for audio-visual materials (tapes, records, video tapes, etc.)	38. SUCCESS	1	2	3	4	5
	14. IMPORTANCE	1	2	3	4	5
Need for interlibrary loans						
	39. SUCCESS	1	2	3	4	5
	15. IMPORTANCE	1	2	3	4	5
Need for computer-assisted bibliographic searches						
	40. SUCCESS	1	2	3	4	5
	16. IMPORTANCE	1	2	3	4	5
Need for reserve services						
	41. SUCCESS	1	2	3	4	5
	17. IMPORTANCE	1	2	3	4	5
Need for instruction in using the library						
	42. SUCCESS	1	2	3	4	5
	18. IMPORTANCE	1	2	3	4	5
Need for orientation to the layout of the library						
	43. SUCCESS	1	2	3	4	5
	19. IMPORTANCE	1	2	3	4	5
Need for staff assistance in finding books						
	44. SUCCESS	1	2	3	4	5
	20. IMPORTANCE	1	2	3	4	5
Need for staff assistance in finding current journal articles	45. SUCCESS	1	2	3	4	5
	21. IMPORTANCE	1	2	3	4	5
Need for staff assistance in finding articles in bound journals	46. SUCCESS	1	2	3	4	5

		(min)				(max)
	22. IMPORTANCE	1	2	3	4	5
Need for staff assistance in finding audio-visual materials	47. SUCCESS	1	2	3	4	5
	23. IMPORTANCE	1	2	3	4	5
Need for staff assistance in requesting materials from other libraries	48. SUCCESS	1	2	3	4	5
	24. IMPORTANCE	1	2	3	4	5
Need for staff assistance in using the card catalog	49. SUCCESS	1	2	3	4	5
	25. IMPORTANCE	1	2	3	4	5
Need for staff assistance with journal indexes and other bibliographic aids	50. SUCCESS	1	2	3	4	5
	B 1. IMPORTANCE	1	2	3	4	5
Need for staff assistance in using government documents	B26. SUCCESS	1	2	3	4	5
	B 2. IMPORTANCE	1	2	3	4	5
Need for staff assistance in finding and using microforms	B27. SUCCESS	1	2	3	4	5
	B 3. IMPORTANCE	1	2	3	4	5
Need for microform readers and prineers	B28. SUCCESS	1	2	3	4	5
	B 4. IMPORTANCE	1	2	3	4	5
Need for audiovisual facilities	B29. SUCCESS	1	2	3	4	5
	B 5. IMPORTANCE	1	2	3	4	5
Need for photocopiers (Xerox machines)	B30. SUCCESS	1	2	3	4	5
	B 6. IMPORTANCE	1	2	3	4	5
Need for individual study space at tables	B31. SUCCESS	1	2	3	4	5
	B 7. IMPORTANCE	1	2	3	4	5
Need for individual study stations	B32. SUCCESS	1	2	3	4	5
	B 8. IMPORTANCE	1	2	3	4	5
Need for areas conducive to group study	B33. SUCCESS	1	2	3	4	5
	B 9. IMPORTANCE	1	2	3	4	5
Need for weekend access to computer terminals	B34. SUCCESS	1	2	3	4	5

Please use the remaining space on this page and on the back, at your pleasure, to make detailed comments about ways in which Woeltering Library has been especially satisfactory or especially unsatisfactory in meeting your needs. We suggest a brief list. You may write about any of them or anything else that has been important for you:

Completeness and appropriateness of the actual collections.
Speed and effectiveness of interlibrary loan service, including the periodical bank.
Clarity of the card catalog or any other indexes produced directly by the Woeltering staff.

THANK YOU!